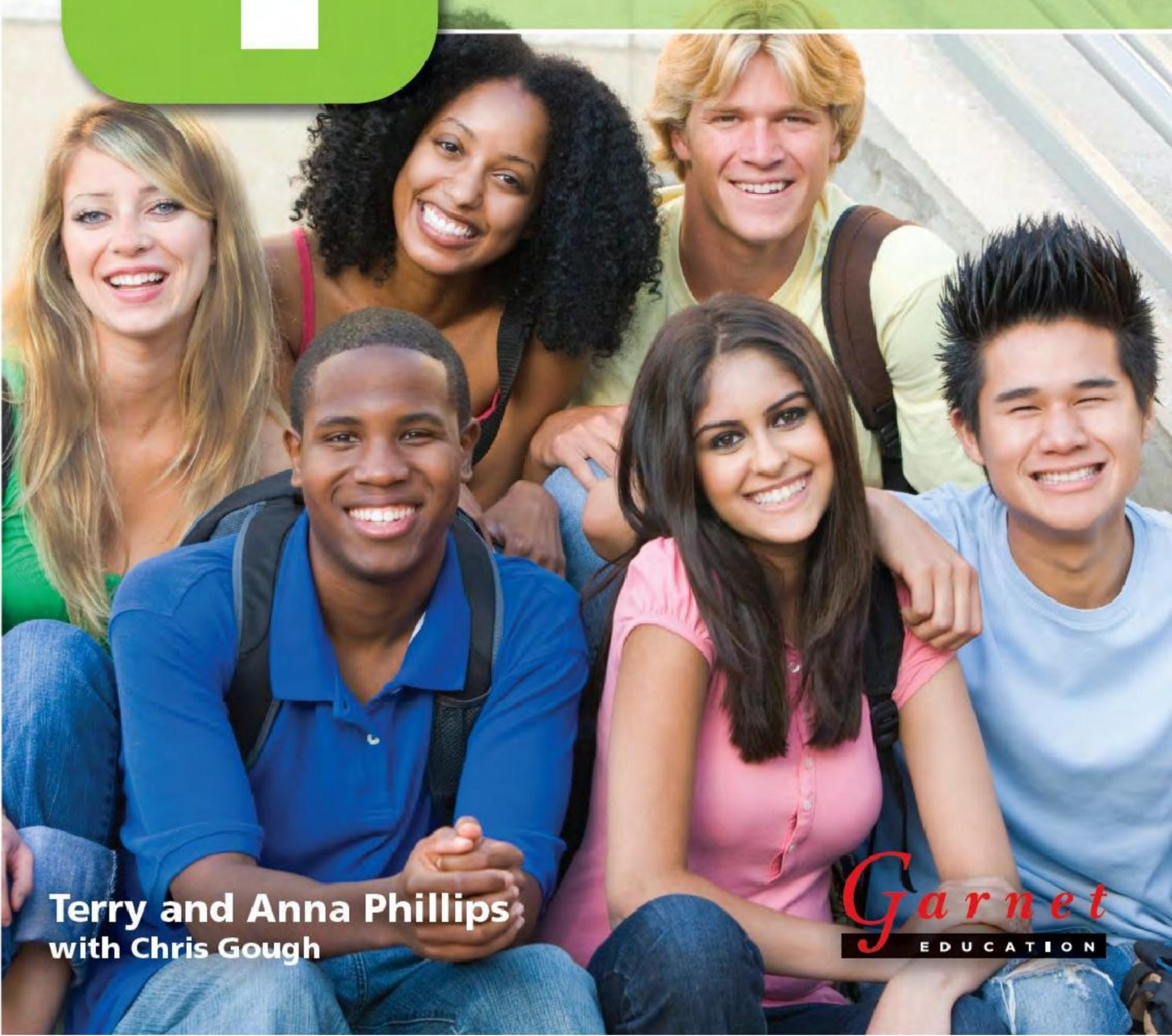


# Starting Skills

1

Course Book



Terry and Anna Phillips  
with Chris Gough

*Garnet*  
EDUCATION



# Starting Skills



Course Book

**Terry and Anna Phillips**  
with Chris Gough

*Garnet*  
EDUCATION

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## Book Map

### Listening (Lessons 1 and 2)

### Speaking (Lessons 3 and 4)

#### Unit 1 – Education

- target words in isolation
- target words in context
- predicting next word

- target words in isolation
- target words in context

#### Unit 2 – Daily Life

- hearing /e/, /ɪ/ and /aɪ/
- instructions for classwork
- recognizing target questions

- asking target questions
- saying /e/, /ɪ/ and /aɪ/
- introducing self (1): age, name, nationality, hometown

#### Unit 3 – Work and Business

- target words in isolation
- target words in context
- hearing /ɑː/ and /eɪ/
- identifying key factual information

- target words in isolation
- target words in context
- saying /ɑː/ and /eɪ/
- asking target questions
- introducing self (2): job, date of birth

#### Unit 4 – Science and Nature

- target words in isolation
- target words in context
- hearing /iː/
- understanding descriptions (1)

- target words in isolation
- target words in context
- saying *can* and *can't*
- asking about abilities
- asking target questions
- describing objects

#### Unit 5 – The Physical World

- target words in isolation
- target words in context
- hearing /aʊ/
- understanding descriptions (2)

- target words in isolation
- target words in context
- saying /aʊ/
- asking target questions
- describing places

#### Revision 1

Reading (Lessons 5 and 6)	Writing (Lessons 7 and 8)
<b>Unit 1 – Education</b>	
<ul style="list-style-type: none"> <li>• scanning for proper nouns</li> <li>• identifying nouns</li> <li>• identifying pronouns</li> <li>• identifying verbs</li> <li>• identifying capital letters, full stops and question marks</li> </ul>	<ul style="list-style-type: none"> <li>• spelling vowels (1): e</li> <li>• recognizing vowels</li> <li>• recognizing consonants</li> <li>• using capital letters and full stops</li> <li>• using pronouns</li> </ul>
<b>Unit 2 – Daily Life</b>	
<ul style="list-style-type: none"> <li>• scanning for numbers</li> </ul>	<ul style="list-style-type: none"> <li>• spelling vowel (2): /ɪ/ and /aɪ/</li> </ul>
<b>Unit 3 – Work and Business</b>	
<ul style="list-style-type: none"> <li>• scanning for names</li> <li>• reading for established need</li> </ul>	<ul style="list-style-type: none"> <li>• writing job names: <i>-er, -or, -ist, -ant</i></li> <li>• s = plural or 3rd person singular</li> </ul>
<b>Unit 4 – Science and Nature</b>	
<ul style="list-style-type: none"> <li>• understanding captions</li> <li>• interpreting figures</li> <li>• finding and using examples</li> </ul>	<ul style="list-style-type: none"> <li>• spelling vowels (3): /i:/</li> <li>• using <i>a/an/or zero article</i></li> <li>• using <i>there</i></li> <li>• <i>There is/are vs It is/They are</i></li> </ul>
<b>Unit 5 – The Physical World</b>	
<ul style="list-style-type: none"> <li>• preparing to read: <i>What do I know about this subject?</i></li> <li>• identifying referents</li> </ul>	<ul style="list-style-type: none"> <li>• spelling vowels (4): /aʊ/</li> <li>• singular or plural verb?</li> <li>• using <i>called</i></li> </ul>
<b>Revision 1</b>	

**Vocabulary**  
 (Lessons 9 and 10)

**Grammar Examples and Patterns**  
 (Lessons 11 and 12)

**Unit 1 – Education**

<ul style="list-style-type: none"> <li>introducing nouns, pronouns and verbs</li> <li>numbers 1–10</li> <li>regular plurals</li> <li>numbers 11–20</li> <li>numbers 20, 30, etc.</li> <li>ordinals 1st–9th</li> </ul>	<i>Write your name.</i>	imperative + noun
	<i>He is Chinese.</i>	pronoun + verb (be) + adjective
	<i>She is a teacher.</i>	pronoun + verb (be) + noun
	<i>I'm, You're, She's, etc.</i>	pronoun + apostrophe + verb (be)
	<i>I am not a student.</i>	pronoun + verb + not + noun

**Unit 2 – Daily Life**

<ul style="list-style-type: none"> <li>letter names</li> <li>frequency adverb phrases</li> <li>time words and phrases</li> </ul>	<i>Are you a student?</i>	verb (be) + pronoun + noun + ?
	<i>Yes, I am. / No, I'm not.</i>	Yes / No + pronoun + be (present)
	<i>How old are you?</i>	question word + verb (be) + pronoun + ?
	<i>Teachers have three lessons each day.</i>	noun / pronoun + verb + no. + noun + adverb [time]

**Unit 3 – Work and Business**

<ul style="list-style-type: none"> <li>plural rules</li> </ul>	<i>Work starts at 9.00 a.m.</i>	noun + verb + preposition + noun [time]
	<i>Ellen works in a bank.</i>	noun / pronoun + verb + s + preposition + noun
	<i>What do you do?</i>	question word + aux (do) + pronoun + verb (inf) + ?
	<i>Do you want a job?</i>	aux (Do) + pronoun + verb (inf) + noun + ?
	<i>Yes, I do. / No, I don't.</i>	short answer with do (present)
	<i>at 3.00 p.m.</i>	prepositions of time
	<i>in Italy</i>	prepositions of place (1)

**Unit 4 – Science and Nature**

<ul style="list-style-type: none"> <li>adjectives: attributive vs predicative</li> </ul>	<i>There is a bird on the tree.</i>	<i>There</i> + verb (be) + noun [+ preposition + noun]
	<i>She can't spell the word.</i>	pronoun + modal (can) + infinitive + noun
	<i>Why does the colour change?</i>	question word + aux (does) + noun / pronoun + verb (inf) + ?
	<i>a red room</i>	noun phrase: [article] + adjective + noun

**Unit 5 – The Physical World**

<ul style="list-style-type: none"> <li>alphabetical order (1): a–g</li> <li>any in questions and negatives</li> </ul>	<i>Are there any mountains in your country?</i>	verb (be) + <i>there</i> + noun [+ preposition + noun] + ?
	<i>Yes, there is.</i> <i>No, there aren't.</i>	short answer with <i>there</i> (present)
	<i>There isn't a river in the south.</i>	<i>There</i> + verb (be) + not + noun [+ preposition + noun]
	<i>There is a very large lake.</i>	<i>There</i> + verb (be) [+ very] + adjective + noun
	<i>The lake is very large.</i>	noun + verb (be) [+ very] + adjective
	<i>in a village</i>	prepositions of place (2)
	<i>at the top</i>	prepositions of place (3)

**Revision 1**

**Listening**  
**(Lessons 1 and 2)**
**Speaking**  
**(Lessons 3 and 4)**
**Unit 6 – Culture and Civilization**

- target words in isolation
- target words in context
- hearing /æ/

- target words in isolation
- target words in context
- asking about new words
- the letter a
- stress within words

**Unit 7 – Technology**

- target words in isolation
- target words in context
- predicting information
- hearing /əʊ/

- target words in isolation
- target words in context
- defining things
- saying /əʊ/ and /aʊ/

**Unit 8 – Art and Literature**

- target words in isolation
- target words in context
- preparing to listen: the introduction
- guessing information
- hearing /ə/ at the end of words

- target words in isolation
- target words in context
- saying /ə/ at the end of words
- talking about the past

**Unit 9 – Sports and Leisure**

- target words in isolation
- target words in context
- predicting the next word or phrase
- hearing /ɒ/ and /ɔ:/

- target words in isolation
- target words in context
- talking about figures: bar charts
- saying /ɒ/ and /ɔ:/

**Unit 10 – Nutrition and Health**

- target words in isolation
- target words in context
- listening for examples
- hearing /u:/ and /ʊ/

- target words in isolation
- target words in context
- doing research: preparing to ask questions
- saying /u:/ and /ʊ/

**Revision 2**

**Reading  
(Lessons 5 and 6)**
**Writing  
(Lessons 7 and 8)**
**Unit 6 – Culture and Civilization**

- scanning for specific information

- spelling with *a, e, i*
- irregular plurals
- subject and object
- joining sentences (1): *and*

**Unit 7 – Technology**

- preparing to read: heading, tables, first sentence

- spelling with *a, e, i, o*
- using *a* and *the*
- using *want*
- joining sentences (2)

**Unit 8 – Art and Literature**

- recognizing past forms
- doing research (1): reading a biography

- spelling /ə/ at the end of words
- using zero article and *the*
- using object pronouns

**Unit 9 – Sports and Leisure**

- marking text (1): identifying target items
- reading encyclopedia entries
- making notes: names, dates, places, numbers

- the noun phrase

**Unit 10 – Nutrition and Health**

- marking text (2): identifying topic changes
- doing research (2): work with a partner or group, and share
- using maps: sketch and label

- nouns: countable and uncountable
- countable and uncountable nouns: singular and plural

**Revision 2**

**Vocabulary  
(Lessons 9 and 10)**
**Grammar Examples and Patterns  
(Lessons 11 and 12)**
**Unit 6 – Culture and Civilization**

<ul style="list-style-type: none"> <li>reading and writing numbers: 1–10 as words, starting sentences with number words</li> <li>using plural nouns</li> </ul>	<i>Most adults go to work by car.</i>	noun + verb + preposition + noun [+ other information]
	<i>Children can leave school at 14.</i>	noun + verb + noun [+ other information]
	<i>Can teenagers vote in your country?</i>	modal ( <i>Can</i> ) + noun + infinitive [+ other information] + ?
	<i>What can people do at 16?</i>	question word + modal ( <i>can</i> ) + noun + infinitive [+ other information] + ?
	<i>How do you say this word?</i>	question word + aux ( <i>do</i> ) + pronoun + verb (infinitive) + noun + ?

**Unit 7 – Technology**

<ul style="list-style-type: none"> <li>reading and writing numbers: using singular nouns, <i>and</i>, comma and hyphen</li> <li>using <i>exactly</i>, <i>nearly</i>, <i>about</i>, <i>over</i></li> </ul>	<i>How long does it take?</i>	question word [+ adjective] + verb (aux or <i>be</i> ) + verb (infinitive) [+ other information] + ?
	<i>I go by car.</i> <i>He catches the underground.</i>	pronoun + verb + preposition / article + noun
	<i>A tram is a kind of bus.</i>	noun + verb ( <i>be</i> ) [+ <i>kind of</i> ] + noun
	<i>I want to drive to college.</i>	pronoun [+ aux + <i>not</i> ] + verb + verb (infinitive with <i>to</i> ) [+ other information]
	<i>Over a hundred people ...</i>	noun phrase (1): determiner + noun

**Unit 8 – Art and Literature**

<ul style="list-style-type: none"> <li>writing dates in a biography</li> <li>noun phrase with apposition</li> </ul>	<i>Jane Austen was born in 1775.</i>	noun + verb ( <i>be</i> ) + other information
	<i>There was a war in Europe from 1914 to 1918.</i>	<i>There</i> + verb ( <i>be</i> ) + noun + other information
	<i>Shakespeare married Anne in 1582.</i>	noun / pronoun + verb + <i>-ed</i> + other information
	<i>Did he write 'Macbeth'?</i>	aux ( <i>Did</i> ) + pronoun + verb (infinitive without <i>to</i> ) + other information + ?
	<i>Where did Jane Austen live?</i>	question word + aux ( <i>did</i> ) + noun + verb (infinitive without <i>to</i> ) + ?
	<i>He saw them.</i>	pronoun + verb + pronoun

**Unit 9 – Sports and Leisure**

<ul style="list-style-type: none"> <li>using present participles and gerunds</li> <li>alphabetical order (2): words with the same first letter</li> <li>reading and writing nationalities</li> </ul>	<i>I am reading a novel.</i>	noun / pronoun + aux ( <i>be</i> ) + present participle + noun [+ other information]
	<i>Are you listening to the radio?</i>	aux ( <i>be</i> ) + pronoun + present participle + noun + ?
	<i>Why are they leaving?</i>	question word + aux ( <i>be</i> ) + pronoun + present participle + ?
	<i>I love reading novels.</i>	pronoun + verb + gerund + noun
	<i>There is a man shopping at the mall.</i>	<i>There</i> + verb ( <i>be</i> ) + noun + present participle [+ other information]

**Unit 10 – Nutrition and Health**

<ul style="list-style-type: none"> <li>past time phrases</li> <li>identifying uncountable words</li> <li>alphabetical order (3): words with the same three letters</li> <li>making countable nouns plural</li> </ul>	<i>I hate eggs / milk.</i>	pronoun + verb + noun (count. + <i>s</i> or non-count.)
	<i>There are some eggs on the table.</i>	<i>There</i> + verb ( <i>be</i> ) + article + noun (count.) + other information
	<i>There is some milk on the table.</i>	<i>There</i> + verb ( <i>be</i> ) + article + noun (non-count.) + other information
	<i>Are there any eggs on the table?</i>	verb ( <i>be</i> ) + <i>there</i> + article + noun (count.) + other information + ?
	<i>Is there any milk on the table?</i>	verb ( <i>be</i> ) + <i>there</i> + article + noun (non-count.) + other information + ?
	<i>How many eggs do you eat every day?</i>	question word + <i>many</i> + noun (count.) + aux ( <i>do</i> ) + pronoun + infinitive + adverb + ?
	<i>How much water do you drink every day?</i>	question word + <i>much</i> + noun (non-count.) + aux ( <i>do</i> ) + pronoun + infinitive + adverb + ?
	<i>Butter is made from milk.</i>	noun + verb ( <i>be</i> ) + <i>made</i> + preposition + noun

**Revision 2**

# Introduction

**S**tarting Skills Books 1 and 2 will take you from false beginner to Elementary level in the four skills, listening, speaking, reading and writing. The course will also provide you with a range of relevant vocabulary and grammar to help you form basic sentences.

The course focuses on language competencies as defined by the Common European Framework (CEF). This tells you the skills you need to communicate with others and the situations where these competencies are used.

The course contains three linked components: the *Listening & Speaking* sections will help you produce short talks in English on a range of topics; the *Reading & Writing* sections will help you read and write short texts; the *Vocabulary & Grammar* sections will help you broaden your vocabulary and improve your understanding of basic sentence patterns.

The course is organized into unit themes, e.g., Science and Nature, Art and Literature. The same themes are used in each of the three sections throughout the course. This is designed to help you build knowledge as well as language.

Within each unit, there are three sections with four lessons in each, a total of 12 lessons per unit:

**Lessons 1, 5 & 9:** These are test lessons. You should get most of the items right in these lessons. If you get anything wrong, your teacher will help you improve.

**Lessons 2, 6 & 10:** These are revision and practice lessons  
*Listening:* You hear short texts and learn new skills.  
*Reading:* You read short texts.  
*Vocabulary:* You learn about using nouns or verbs correctly.

**Lessons 3, 7 & 11:** These are test lessons, this time looking at speaking, writing and grammar. You should get most items right in these lessons. If you get anything wrong, your teacher will help you improve.

**Lesson 4, 8 & 12:** These are revision and practice lessons  
*Speaking:* You produce sentences and short texts as well as other new skills.  
*Writing:* You learn to write sentences and produce short texts.  
*Grammar:* This reviews the grammar points from previous lessons.

After Unit 5 and Unit 10 there are revision units which practise all the language you have learnt so far.

The course also has a Workbook for further practice. It covers all the four skills and has an audio CD for extra listening practice.



# UNIT 1 Education

## Lesson 1: Listening

**A** 1.1 Listen and point.



**B** 1.2 Listen and do.

**C** 1.3 Listen and answer.

**D** Right or wrong? Listen and check.

## Lesson 2: Listening

### A Look.

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 
<b>listen</b>	<b>speak</b>	<b>read</b>	<b>write</b>

- 1 Listen.
- 2 Listen and do.
- 3 Listen, read and speak.

### B Read.

- 1  1.4 Listen and number.
- 2 Ask and answer.

student	<input type="checkbox"/>	ask	<input type="checkbox"/>
begin	<input type="checkbox"/>	question	<input type="checkbox"/>
answer	<input checked="" type="checkbox"/>	test	<input type="checkbox"/>
end	<input type="checkbox"/>		

What's number 1?  
*Answer.*  
Yes. That's right.

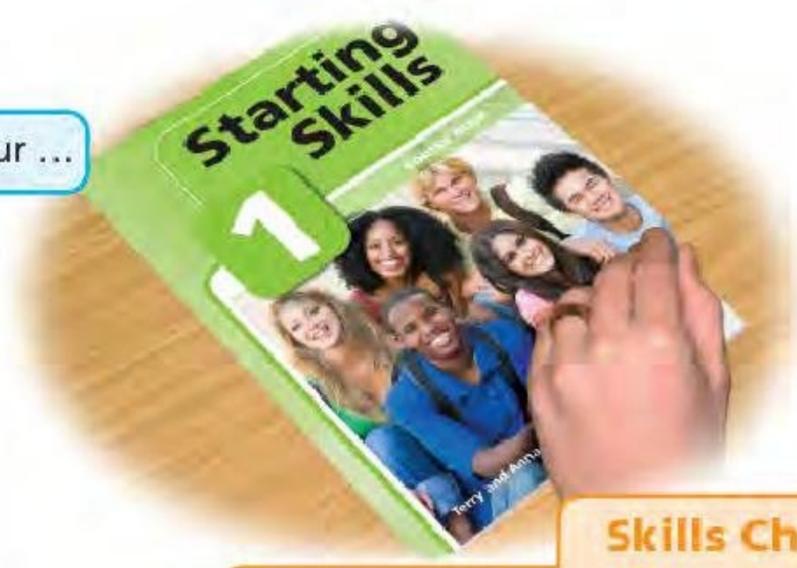
What's number 2?  
*End.*  
No. That's wrong.  
*Ask.*  
Yes. That's right.

### C 1.5 Listen and tick (✓) the next word.

10	<input type="checkbox"/>
board	<input type="checkbox"/>
book	<input checked="" type="checkbox"/>
name	<input type="checkbox"/>
sentence	<input type="checkbox"/>



Open your ...



### D 1.6 Listen and tick (✓) the question.

Are you a student?	<input type="checkbox"/>
Are you English?	<input type="checkbox"/>
Are you at school?	<input type="checkbox"/>
What class are you in?	<input type="checkbox"/>
What's the name of your book?	<input type="checkbox"/>
What's your name?	<input checked="" type="checkbox"/>

#### Skills Check

##### Hearing /e/

 1.7 Listen. Tick (✓) the words with /e/.

desk	<input checked="" type="checkbox"/>	sentence	<input type="checkbox"/>
pen	<input type="checkbox"/>	student	<input type="checkbox"/>
end	<input type="checkbox"/>	English	<input type="checkbox"/>
begin	<input type="checkbox"/>	write	<input type="checkbox"/>
test	<input type="checkbox"/>	listen	<input type="checkbox"/>
question	<input type="checkbox"/>	answer	<input type="checkbox"/>

## Lesson 3: Speaking

**A** Look. Name the people and things.



**B** Look. Name the actions.



**C** Read and ask.

- name?
- English?
- at school?
- student?
- class?

What's your name?



**D** Right or wrong? Listen and check.

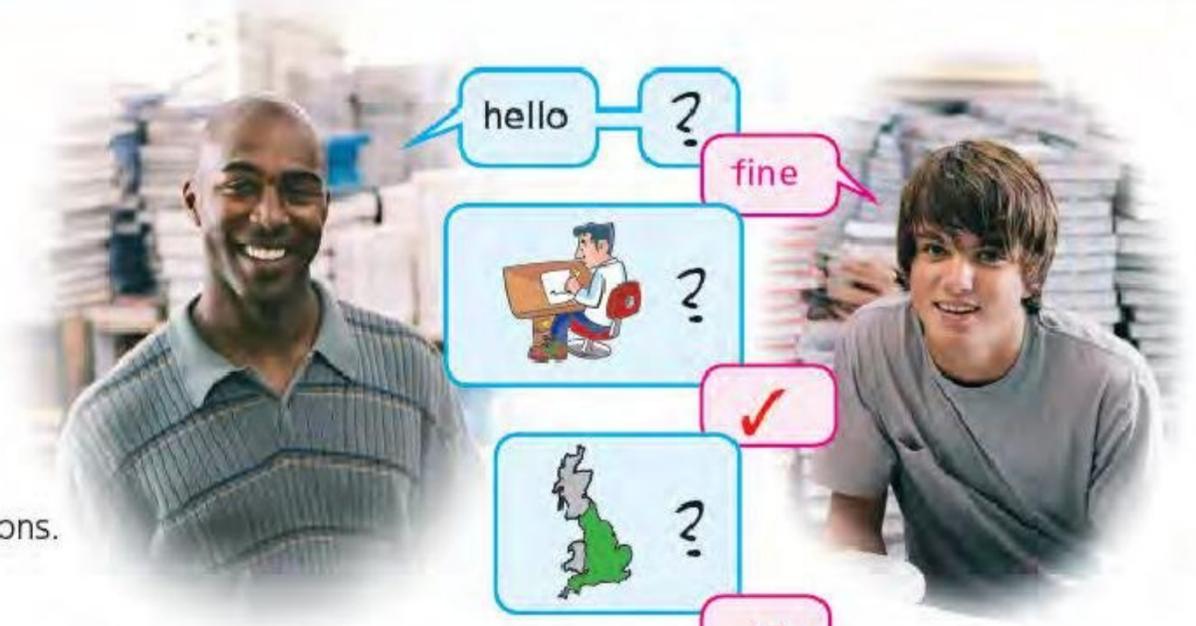
## Lesson 4: Speaking

### A Look at the pictures. →

- 1 1.8 Listen.
- 2 1.9 Listen and answer.
- 3 1.10 Listen and ask.

### B Work in pairs.

- 1 Ask and answer.  
**Student 1:** You are Esteban.  
**Student 2:** Ask Esteban questions.
- 2 Swap roles.



### C Work in pairs. Ask and answer. Talk about yourself.

### D Look at the picture. ↓

- 1 Make sentences.
- 2 1.11 Listen and check.



where ?

name ?

where ?

name ?

First name:	Esteban
Family name:	Cortez
Nationality:	Spanish
Hometown:	Madrid
Family Code:	Greenhill College

### E Talk about yourself to the class.

### Skills Check

#### Saying /e/

Say these words.

hello	question	desk
test	sentence	end
check	pen	yes

## Lesson 5: Reading

**A** Look and read the flashcards.

**B** Read and match.

- |   |         |         |
|---|---------|---------|
| 1 | answer  | write   |
| 2 | begin   | wrong   |
| 3 | listen  | teacher |
| 4 | student | speak   |
| 5 | read    | ask     |
| 6 | right   | end     |

**C** Look and read. ⇒

- Right or wrong? Tick (✓) or cross (✗) the sentences.
- Underline the nouns.
- Circle the pronouns.
- Box the verbs.

**D** Read and complete. Use a word from the box.

English    Are    ~~How~~    Olga  
Moscow    What    Where    I

- Hello. How are you?  
I'm fine, thanks.
- \_\_\_ you a student?  
Yes, \_\_\_ am.
- Are you \_\_\_?  
No, I'm not. I'm Russian.
- \_\_\_ are you from?  
I'm from \_\_\_\_\_.
- \_\_\_'s your name?  
My name's \_\_\_\_\_.

### Skills Check 1

**Nouns, pronouns and verbs**

**Nouns** desk pen board

**Pronouns** it he she they

**Verbs** am is are

### Skills Check 2

**Punctuation marks**

- **Capital letters, full stops and question marks** help us to find information quickly.

Find the punctuation marks in a text.

**1** It's a desk.



**2** It's a pen.



**3** It's a book.



**4** She's a teacher.



**5** He's a student.



**6** They're teachers.



**7** They're questions.



## Lesson 6: Reading

- A** Read texts 1 to 7. Match cards A to G. ↓
- B** Read texts 8 and 9. Complete cards H and I.
- C** Look at text 1. Find and underline the capital letters.
- D** Look at text 2. Find and circle the full stops.
- E** Look at text 3. Find and tick (✓) the pronouns.
- F** Look at the instructions on this page. Find and circle the verbs.

- 1** I'm Esteban Cortes. I'm Spanish. I'm from Madrid.
- 2** I'm Xiu Xiu Li. I'm Chinese. I'm from Beijing. I'm going to talk to you today
- 3** Karli Bulent is 18. She is Turkish. She is from Ankara, which is the capital of the country.
- 4** My name's Ahmed Al Shaabi. I'm Emirati. I'm from Abu Dhabi. The Emirates are in the Gulf and
- 5** My name's Carla Rodriguez. I'm Spanish. I'm from Barcelona, which is in the east of the country.
- 6** I'm Chieko Adachi. I'm Japanese. I'm from Tokyo. Today I would like to tell you
- 7** Hello. I'm Mario. Mario Dionisi. I'm Italian. I'm from Rome. Have you ever been to Rome? It is
- 8** Dear Sir  
My name is Pablo Galindo.  
I am Mexican. I am from Toluca.  
I am writing to you
- 9** Pierre Florian is French. He is from Paris. He is a student at Greenhill College and

**A**

First name: Xiu Xiu  
Family name: Li  
Nationality: Chinese  
Hometown: Beijing

Identity Card Greenhill College

**B**

First name: Ahmed  
Family name: Al Shaabi  
Nationality: Emirati  
Hometown: Abu Dhabi

**C**

First name: Carla  
Family name: Rodriguez  
Nationality: Spanish  
Hometown: Barcelona

Identity Card Greenhill College

**D**

First name: Mario  
Family name: Dionisi  
Nationality: Italian  
Hometown: Rome

**E / I**

First name: Esteban  
Family name: Cortes  
Nationality: Spanish  
Hometown: Madrid

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**F**

First name: Chieko  
Family name: Adachi  
Nationality: Japanese  
Hometown: Tokyo

**G**

First name: Karli  
Family name: Bulent  
Nationality: Turkish  
Hometown: Ankara

Identity Card Greenhill College

**H**

First name: \_\_\_\_\_  
Family name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Identity Card Greenhill College

**I**

First name: \_\_\_\_\_  
Family name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Identity Card Greenhill College

## Lesson 7: Writing

### A Read and complete.

1



d\_sk

2



p\_n

3



p\_nc\_ls

4



st\_d\_nts

5



t\_\_ch\_r

### B Look at the pictures again. Tick (✓) the correct sentence.

- |                     |                                     |                          |                    |
|---------------------|-------------------------------------|--------------------------|--------------------|
| 1 It is a desk.     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | They are desks.    |
| 2 It is a pen.      | <input type="checkbox"/>            | <input type="checkbox"/> | They are pens.     |
| 3 It is a pencil.   | <input type="checkbox"/>            | <input type="checkbox"/> | They are pencils.  |
| 4 She is a student. | <input type="checkbox"/>            | <input type="checkbox"/> | They are students. |
| 5 He is a teacher.  | <input type="checkbox"/>            | <input type="checkbox"/> | They are teachers. |

### C Look at the boxes. ↓

- Number the boxes in each row in order.
- Copy the words to make sentences.

1	3	2	4
I	Chinese	am	.
<hr/>			
a teacher	is	He	.
<hr/>			
students	.	are	They

### D Read and complete. Write about yourself. ⇒

#### Skills Check 1

##### Spelling vowels (1)

- We have 5 letters for vowels in English.  
**a e i o u**  
Underline the vowel(s) in a new word.

- Sometimes we can guess the vowel letter from the sound.

##### Examples:

/e/ = **e** in many words:

end desk pen

- But sometimes we cannot guess the vowel letter.

What is the sound of **e** in these words?

*begin, student, write*

#### Skills Check 2

##### Spelling consonants

- We have 21 consonants in English.  
**b c d f g h j k l m n**  
**p q r s t v w x y z**

- We can usually guess the consonant from the sound.

##### Examples:

/b/ = **b** /p/ = **p** /d/ = **d**

- Sometimes two sounds = one consonant.

##### Examples:

books pencils

First name:

Family name:

Nationality:

Hometown:

Identity Card

**Greenhill** College

## Lesson 8: Writing

**A** Look at each picture and sentence. ↓

- 1 Choose a pronoun from the box.
- 2 Copy the pronoun into the sentence.

~~It~~ He She They



It is a chair.



\_\_\_\_\_ are questions.



\_\_\_\_\_ is a teacher.



\_\_\_\_\_ is a teacher.



\_\_\_\_\_ are students.

**B** Look at the sentence.

1 It 2 is 3 a desk.

- 1 Find the pronoun, the verb and the noun.
- 2 Write two more sentences.

**C** Look at the sentence.

1 I 2 am 3 Chinese.

- 1 Find the pronoun, the verb and the adjective.
- 2 Write two more sentences.

**D** Write the text again with capital letters and full stops. ⇨

**E** Write about yourself.

### Skills Check 1

#### Pronouns (1)

**It** = 1 chair, 1 desk, ...  
**He** = 1 man  
**She** = 1 woman  
**They** = 2, 3, 4, ... chairs, desks **OR**  
 = 2, 3, 4, ... teachers, students

### Skills Check 2

#### Sentence patterns (1)

Pronoun	Verb	Noun
It	is	a desk.
They	are	desks.

Pronoun	Verb	Adjective
I	am	Chinese.
He	is	Mexican.
They	are	French.

### Skills Check 3

#### Sentences

- Begin sentences with a **capital letter**.  
End sentences with a **full stop**.

**Examples:**

she is a teacher ✗ She is a teacher. ✓

### Skills Check 4

#### Names and nationalities

- Begin names and nationalities with a **capital letter**.

**Examples:**

john smith ✗ John Smith ✓  
 beijing ✗ Beijing ✓  
 turkish ✗ Turkish ✓

i am xiu xiu li i am chinese  
 i am from beijing

## Lesson 9: Vocabulary

**A** Listen and tick (✓). ⇨

**B** Match. ⇨

**C** Look at the wordsearch.

- Find ten words connected with education. Read ⇨ or ⇩. Circle the words.
- Copy each word.

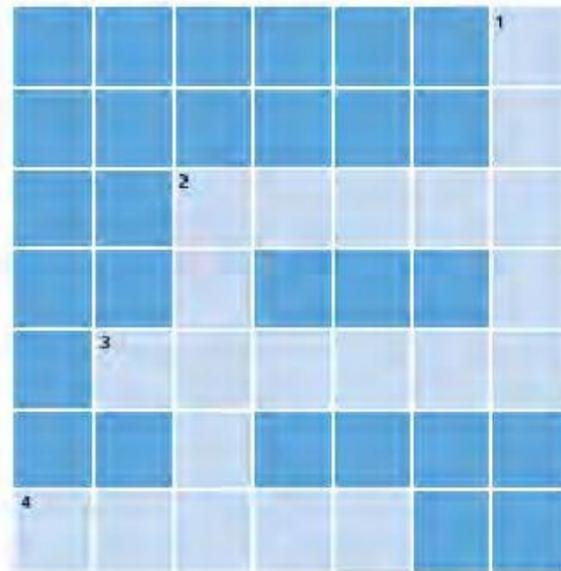
e	n	d	p	c	h	a	i	r	end
g	d	w	z	e	u	o	k	e	
s	t	u	d	e	n	t	f	b	
a	s	k	c	a	l	c	r	h	
y	n	b	o	a	r	d	i	p	
d	e	s	k	c	t	h	n	l	
x	e	f	w	i	e	i	e	t	
t	e	s	t	e	d	o	o	r	
r	y	i	p	s	r	f	h	n	
k	e	z	c	b	m	n	v	a	

**D** Do the crossword.

- ... and end
- ⇨ right and ...
- ⇩ 

3

4



**E** Match the verbs and the nouns.

- |   |           |   |               |
|---|-----------|---|---------------|
| 1 | Open      | → | page 10.      |
| 2 | Write     | → | the book.     |
| 3 | Look at   |   | the CD.       |
| 4 | Listen to |   | the test.     |
| 5 | Do        |   | your answers. |
| 6 | Check     |   | your name.    |

one

two

three

four

five

six

seven

eight

nine

ten

7

10

5

9

4

6

3

1

8

2

## Lesson 10: Vocabulary

### A Singular or plural?

- 1 Look at each noun in the table below. Is it singular or plural?
- 2 Copy the noun into the correct column.
- 3 Write the missing words.

Noun	Singular	Plural
a book	<u>a book</u>	_____
teachers	_____	<u>teachers</u>
a board	_____	_____
a student	_____	_____
questions	_____	_____
a test	_____	_____
desks	_____	_____

### B Write the number.

Chairs in the room. 24 chairs.

- 1 Books on your desk. \_\_\_\_\_
- 2 Students in your class. \_\_\_\_\_
- 3 Doors in the room. \_\_\_\_\_
- 4 Pens in your bag. \_\_\_\_\_
- 5 Days in a week. \_\_\_\_\_
- 6 Questions on this page. \_\_\_\_\_

### C Noun or verb?

Read the text. Underline the nouns and circle the verbs.

I am a student  
in an institute of languages.  
I always listen to the teacher,  
but I do not always answer  
her questions.



### Skills Check 1

#### Singular and plural

- We use **s** to make a plural noun.

#### Examples:

**one** book – **two** books  
**one** student – **three** students  
**one** teacher – **ten** teachers

### Skills Check 2

#### Nouns and verbs

- A **noun** = a **thing** or a **person**.

#### Examples:

desk chair teacher student

- A **verb** = an **action**.

#### Examples:

write listen read do

## Lesson 11: Grammar

**A** Read the sentences. **Circle** the correct word or phrase in each case.

1 **It**  
He is a chair.

2 They **is**  
**are** students.

3 He  
It is a teacher.

4 She is a student.  
students.

5 I am  
are English.

6 They are book.  
books.

7 No, I am n't.  
I'm not.

8 Yes, I'm.  
I am.

9 He 's  
're Spanish.

10 Open your  
you book.

11 Underline a  
the nouns.

12 What  
Who is your name?

**B** Look at Table 1. Write four sentences for John Smith.

- 1 I am \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 2 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 3 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 4 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Table 1: Sentence patterns with 'I am ...'

I am	John Smith.
	a teacher.
	English.
	from London.

**C** Write about yourself. Use the patterns from Table 1.

- 1 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 2 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 3 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 4 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Lesson 12: Grammar

### A Look at Table 2.

- Write a word from the box in each space. Use capital letters where needed.

listen	name	nouns
open	read	test

- Write two sentences with the same pattern.

---



---



---



---

### B Look at Table 3.

- Write a verb in each space.
- Write two sentences with the same pattern.

---



---



---



---

### C Look at Table 4.

- Write a different pronoun in each space.
- Write two sentences with the same pattern.

---



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### D Look at Table 5.

- Write the contraction in each space.
- Write two sentences. Begin with words from Table 5.

---



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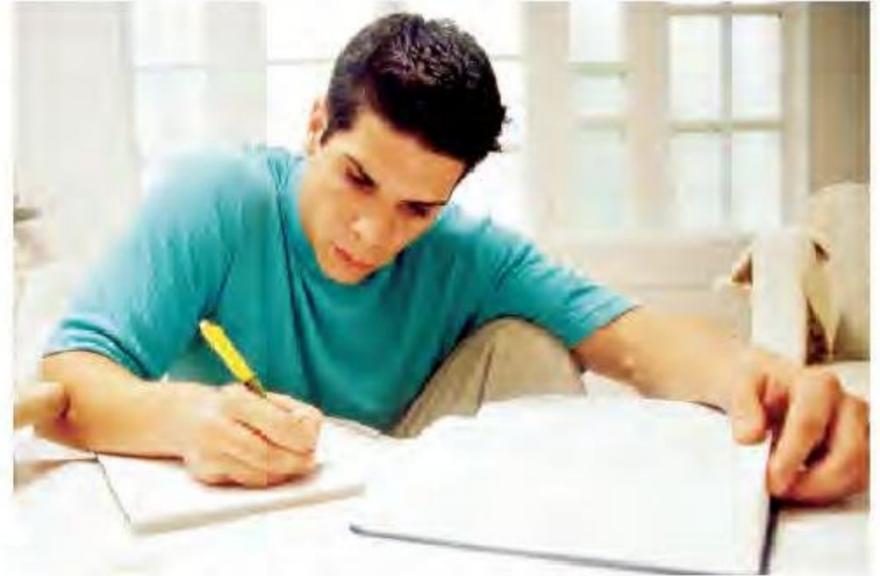


Table 2: Sentence pattern 1

Verb	Noun
_____	your book.
Write	your _____.
_____	the sentence.
Begin	the _____.
_____ to	the CD.
Underline	the _____.

Table 3: Sentence pattern 2

Pronoun	Verb	Adjective
I	am	Chinese.
You	_____	Spanish.
He	_____	French.
She	_____	Turkish.
They	_____	Italian.

Table 4: Sentence pattern 3

Pronoun	Verb	Noun
I	am	a student.
_____	are	a teacher.
_____	is	a desk.
_____	are	students.
_____	are	chairs.

Table 5: Contractions with 'be'

Pronoun	Verb	
I	am	I'm _____
You	are	_____
He	is	_____
She	is	_____
It	is	_____
They	are	_____

# UNIT 2 Daily Life

## Lesson 1: Listening

2010

January	February	March	April	May	June
July	August	September	October	November	December

JANUARY 2010

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FRIDAY 31st JANUARY

8.00 a.m.	Go to college	3.00 p.m.	
9.00 a.m.	Lesson 1	4.00 p.m.	Lesson 7
10.00 a.m.		5.00 p.m.	Go home
11.00 a.m.	Lesson 3	6.00 p.m.	
12.00 p.m.	Lunch	7.00 p.m.	
1.00 p.m.		8.00 p.m.	
2.00 p.m.	Lesson 5	9.00 p.m.	

**A** 1.12 Listen and point.

**B** 1.13 Listen and write.

**C** 1.14 Listen and answer.

**D** Right or wrong? Listen and check.

## Lesson 2: Listening

### A Look. ⇨

- 1 Listen.
- 2 Listen and do.
- 3 Listen and speak.



			
<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>	<b>Night</b>
6.00 a.m.	12.00 p.m.	6.00 p.m.	12.00 a.m.
7.00 a.m.	1.00 p.m.	7.00 p.m.	1.00 a.m.
8.00 a.m.	2.00 p.m.	8.00 p.m.	2.00 a.m.
9.00 a.m.	3.00 p.m.	9.00 p.m.	3.00 a.m.
10.00 a.m.	4.00 p.m.	10.00 p.m.	4.00 a.m.
11.00 a.m.	5.00 p.m.	11.00 p.m.	5.00 a.m.

### B Read.

- 1  1.15 Listen and number.
- 2 Ask and answer.

day	<input type="checkbox"/>
first	<input type="checkbox"/>
last	<input type="checkbox"/>
month	<input checked="" type="checkbox"/>
time	<input type="checkbox"/>
week	<input type="checkbox"/>
year	<input type="checkbox"/>
today	<input type="checkbox"/>
now	<input type="checkbox"/>



### Skills Check

#### Hearing /ɪ/ and /aɪ/

 1.17 Listen. Tick (✓) the correct column.

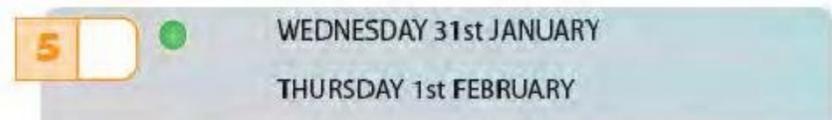
	/ɪ/ (it)	/aɪ/ (i)
is	✓	
I'm		✓
begin		
English		
fifteen		
find		
fine		
five		
listen		
my		
night		
tick		
nine		
right		
six		
time		
write		

### C 1.16 Which word? Listen and circle.

1	What	<u>time</u> day	is it?
2	When is the	first last	lesson?
3	Which	day month	is it?
4	What's the	date day	today?
5	I have three lessons this		evening. morning.
6	This is my first		week. year.

## Lesson 3: Speaking

### A Look. Name the things.



### B Listen and speak. Singular or plural?



### C Look at the times. =>

- 1 Greet your teacher.
- 2 Listen and answer.

### D Read and ask.

- 1 What's the ...?
- 2 What's the ... today?
- 3 When is the ...?
- 4 Which ... is it?
- 5 Where are you ...?

### E Right or wrong? Listen and check.



# Lesson 4: Speaking

**A** Look at the pictures. ➔

- 1 1.18 Listen.
- 2 1.19 Listen and answer.
- 3 1.20 Listen and ask.

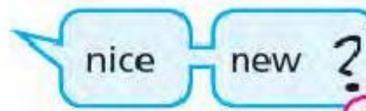
**B** Work in pairs.

- 1 Ask and answer.  
**Student 1:** You are the student.  
**Student 2:** You are the teacher.
- 2 Swap roles.

**Conversation 1**



**Conversation 2**



**Conversation 3**



**C** Look at conversation 3. Work in pairs. Ask and answer. Give true information.

**D** 1.21 Listen. Complete the *Student* column of the table. Tick (✓) or cross (✗).



	Student	Me
	✓	

**E** Look at the table.

- 1 Complete the *Me* column. Tick (✓) or cross (✗).
- 2 Speak to the class.

**Skills Check**

**Saying /ɪ/ and /aɪ/**

Say each group of words.

/ɪ/	/aɪ/
it	I
in	fine
is	find
six	right
tick	write
fifteen	five
listen	night
begin	time

Guess the pronunciation of these words: *fin, shine, pile, bit, sight, lit, fight, dim.*

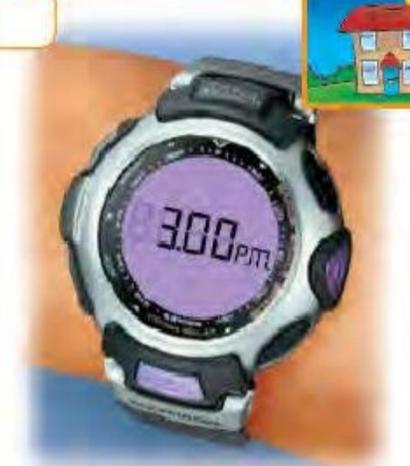
## Lesson 5: Reading

**1**



**It is five in the morning.**

**2**



**It is three in the afternoon.**

**3**



**It is ten in the evening.**

**A** Look and read the flashcards.

**B** Read and match.

- |   |                               |          |
|---|-------------------------------|----------|
| 1 | Twenty-four hours are         | a year.  |
| 2 | Four weeks are                | a day.   |
| 3 | Seven days are                | night.   |
| 4 | Twelve months are             | times.   |
| 5 | The opposite of <i>day</i> is | a week.  |
| 6 | Ten a.m. and five p.m. are    | a month. |

**C** Look at the times. ↑

- Right or wrong? Tick (✓) or cross (✗) the sentences.
- Underline the nouns.
- Circle the pronouns.
- Box the numbers.

**D** Read. ⇨

- What is the text?
- Underline the numbers.
- Copy the numbers into the table.

Date	
Time	
Telephone	
Address	
Age	

**We invite you to a party ...**

for the 18th birthday of our daughter

**Jane Elizabeth**

on Saturday, 1st July  
at 75 Brown Street, Hightown  
from 7.00 p.m. to 10.00 p.m.

Please reply to Jenny on 01 348 921



## Lesson 6: Reading

### A How do we write these numbers in English?

- 1 ages
- 2 the numbers 1 to 10
- 3 dates
- 4 times
- 5 telephone numbers
- 6 addresses

### B Look at the Skills Check. Check your answers to Exercise A.

### C What is each number here?

**Example:** 17/07 = *It's a date.*

- |                     |              |
|---------------------|--------------|
| 1 19/01             | 6 12/10/99   |
| 2 3.00              | 7 15.5       |
| 3 0207 845312       | 8 6 o'clock  |
| 4 102, North Street | 9 PO Box 439 |
| 5 5 a.m.            | 10 1st May   |

### D Read the text. ➡

- 1 Find and underline all the numbers.
- 2 Which numbers are • dates? • times?
- 3 You are a Year 1 student. Circle the information for you.
- 4 Complete the table.

Students begin	
Number of lessons each day	
Number of days each week	
Morning lessons begin	
Morning lessons end	
Afternoon lessons begin	
Afternoon lessons end	
Telephone number	
Address	

**Greenhill** College

### Information for new students

Students in Year 1 begin on Monday, 22nd September. Students in Year 2 begin on Tuesday 23rd.

Students in Year 1 have six lessons each day. Students in Year 2 have five lessons each day.

Students in Year 1 and Year 2 have lessons on five days each week, from Monday to Friday.

In the morning, lessons begin at 9.00.

They end at 12.00. In the afternoon, lessons begin at 1.00. They end at 4.00.

#### For more information:

- Telephone the college office on 01835 473665.
- Write to PO Box 3218, White Road, Greenhill.
- E-mail [info@greenhillcollege.com](mailto:info@greenhillcollege.com)
- Visit the college at 15, High Street, Greenhill.

### Skills Check

#### Scanning for numbers

- We can find numbers quickly in a text.

#### Examples:

<b>Dates</b>	Tuesday, 13th June 13.6 13/6 13/06/05
<b>Times</b>	10.00 10 a.m. / 10 p.m. 10 o'clock
<b>Telephone nos.</b>	01835 422693
<b>Addresses</b>	PO Box 275 96, Green Road
<b>Ages</b>	I am 18. He is 12 today.

- We often use **words** for numbers 1 to 10.

**Example:** It is five in the morning.

## Lesson 7: Writing

**A** Read and complete.

1		f_v	2		n_n	3		wr_t
4		f_ft_n	5		n_gh	6		r_gh
7		s_x	8		t_m	9		l_st_n

**B** Look at the timetable. Complete the sentences with a number in each space.

		Days					
Lessons	Begin	End	Monday	Tuesday	Wednesday	Thursday	Friday
	8.00	9.00	English	English	English	English	English
	9.00	10.00	English	English	English	English	English
	10.00	11.00	Break				
	11.00	12.00	Maths	Maths	Maths	Maths	Maths
	12.00	1.00	Maths	Maths	Maths	Maths	Maths
	1.00	2.00	Lunch				
	2.00	3.00	Science	Science	Science	Science	Science
	3.00	4.00	Science	Science	Science	Science	Science

**Note: Classes begin on 19/09**

- |  |  |
|--|--|
| 1 Students have _____ lessons each day.          | 5 Lessons end at _____.                          |
| 2 Students have _____ English lessons each day.  | 6 Lessons are _____ hour.                        |
| 3 Students have _____ English lessons each week. | 7 Students have lessons on _____ days each week. |
| 4 Lessons begin at _____.                        | 8 Classes begin on _____.                        |

**C** Look at the boxes. ↓

- Number the boxes in each row in order.
- Copy the words to make sentences.

1	2	3	4	5	
lessons	begin	.	8.00	at	
6	7	8	9	10	
at	they	.	end	4.00	
11	12	13	14	15	16
I	.	each day	have	lessons	six

### Skills Check

Spelling vowels (2): /i/ and /aɪ/

- We often spell /i/ with *i*.  
**Examples:** six it is begin listen
- We often spell /aɪ/ with *i...e* or *igh*.  
**Examples:** write five time night right

**D** Write three true sentences about your timetable.

## Lesson 8: Writing

### A Look at the table. ↓

- 1 Complete the *I* column.
- 2 Ask your partner. Complete the *You* column.
- 3 Read Skills Check 1.
- 4 Is any information in the table the same?  
Write one or two sentences with *We*.

	I	You
Age		
Nationality		
Hometown		
School/College		
Occupation		

### B Look at the sentence.

**We** **have** **six** **lessons** **each day.**

- 1 Find ...
  - the capital letter
  - the full stop
  - the pronoun
  - the nouns
  - the number
  - the verb
- 2 Read Skills Check 2 and check.
- 3 Write two true sentences with the same pattern.

### C Look at the sentences.

**Lessons** **begin** **at** **8.00.**

**They** **end** **at** **4.00.**

- 1 Find ...
  - the capital letters
  - the full stops
  - the noun
  - the pronoun
  - the prepositions
  - the times
- 2 Write two true sentences with the same pattern.

### Skills Check 1

#### Pronouns (2)

- Look!

**Example:**

*I am 18. + You are 18. = We are 18.*

*I + You = We*

### Skills Check 2

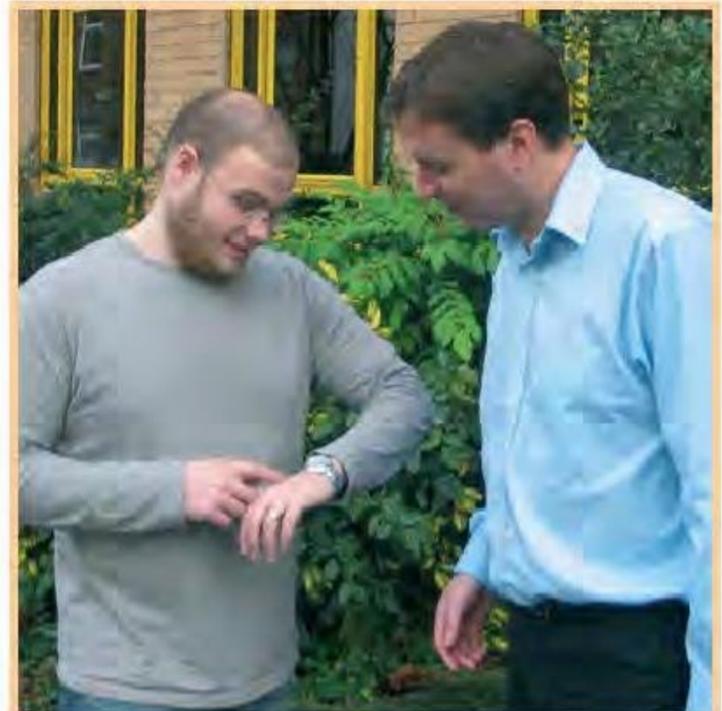
#### Sentence patterns (2)

Noun/ Pronoun	Verb	No.	Noun	Other
Students	have	six	lessons	each day.
I	have	two	English lessons	each day.

### Skills Check 3

#### Sentence patterns (3)

Noun	Verb	Prep	Time
Lessons	begin	at	8.00.
Pronoun	Verb	Prep	Time
They	end	at	4.00.



## Lesson 9: Vocabulary

### A Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Find two exceptions.

one	+	ten	=	eleven
two	+	ten	=	twelve
three	+	ten	=	thirteen
four	+	ten	=	fourteen
five	+	ten	=	fifteen
_____	+	ten	=	_____
_____	+	ten	=	_____
_____	+	ten	=	_____
_____	+	ten	=	_____

### B Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Find two exceptions.

two	×	ten	=	twenty
three	×	ten	=	thirty
four	×	ten	=	forty
five	×	ten	=	fifty
_____	×	ten	=	_____
_____	×	ten	=	_____
eight	×	ten	=	eighty
_____	×	ten	=	_____

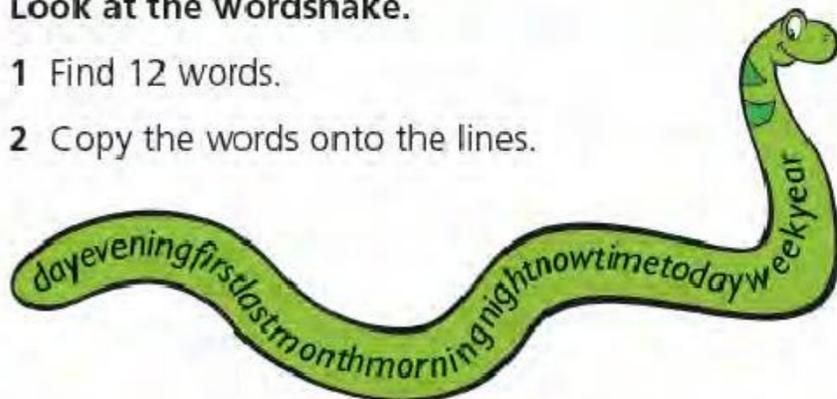
### C Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Find two exceptions.

one	→	the first	(1st)
two	→	the second	(2nd)
three	→	the third	(3rd)
four	→	the fourth	(4th)
five	→	the fifth	(5th)
_____	→	_____	_____
_____	→	_____	_____
eight	→	the eighth	(8th)
nine	→	the ninth	(9th)

### D Look at the wordsnake.

- 1 Find 12 words.
- 2 Copy the words onto the lines.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### E Circle the odd one out. Find the reason.

1	Monday	May	Tuesday	Wednesday
2	February	April	July	Friday
3	2.00	3.00	8/01	7.00
4	1565	1985	18432	2003
5	morning	afternoon	evening	today
6	12 p.m.	8 p.m.	3 p.m.	4 p.m.

- It isn't a month.
- It isn't a year.
- It isn't an hour.
- It isn't part of a day.
- It isn't part of an afternoon.
- It isn't a day of the week.

### F What's next?

1	Mon	Tue	Wed	Thu	_____
2	Feb	Mar	Apr	May	_____
3	97	98	99	00	_____
4	hour	day	week	month	_____

## Lesson 10: Vocabulary

### A Match the letters and sounds.

Letter	Sound
1 a	/i:/
2 u	/e/
3 r	/eɪ/
4 p	/u:/
5 s	/aɪ/
6 o	/aʊ/
7 i	/ɑ:/

### B Match the words and sounds.

Word	Sound
1 no	/e/
2 are	/aʊ/
3 two	/i:/
4 three	/eɪ/
5 five	/u:/
6 eight	/ɑ:/
7 ten	/aɪ/

### C Listen and write the words.

### D Work in pairs.

- 1 Choose five words from this lesson.
- 2 Dictate the words to your partner.

### E Dictate your full name to your partner.

### F Write a or an in each space.

- |                |                 |
|----------------|-----------------|
| 1 ___ day      | 6 ___ evening   |
| 2 ___ answer   | 7 ___ month     |
| 3 ___ question | 8 ___ afternoon |
| 4 ___ exercise | 9 ___ week      |
| 5 ___ lesson   | 10 ___ hour     |

### Skills Check 1

#### Letter names

- Each letter in the English alphabet has a name. This is not the same as the letter sound or sounds.

#### Examples:

Letter	Name	Sound(s)
E e	/i:/	/e/
I i	/aɪ/	/ɪ/ /aɪ/

Learn the names of the letters!

/i:/	/e/	/eɪ/	/u:/	/aɪ/	/aʊ/	/ɑ:/
three	ten	eight	two	five	no	are
B b	F f	A a	Q q	I i	O o	R r
C c	L l	H h	U u	Y y		
D d	M m	J j	W w			
E e	N n	K k				
G g	S s					
P p	X x					
T t	Z z**					
V v						
Z z*						

\*American English

\*\*British English

### Skills Check 2

#### Using a/an

- We use **a** or **an** with singular nouns.

#### Examples:

I have **a pen**.

She is **a teacher**.

Do **an exercise** on this page.

Each lesson is **an hour**.

When do we use **a**?

When do we use **an**?

## Lesson 11: Grammar

**A** Read the sentences. Circle the correct word or phrase in each case.

1 Are you  
You are a student?

2 What time it is?  
is it?

3 It isn't  
isn't Tuesday.

4 They ar'nt  
aren't students.

5 I have  
am have six lessons.

6 Do you have  
You have lessons on Thursday?

7 Classes begin at  
on 19th September.

8 ... three lessons in  
at the morning.

9 It  
They end at 4.00 p.m.

10 It  
He is in Room 17.

11 How old  
years are you?

12 What's the date  
now?  
today?

**B** Write five true sentences.

I'm

---



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**C** Write four questions for your partner. Ask for:

1	name	_____
2	telephone number	_____
3	age	_____
4	nationality/hometown	_____

## Lesson 12: Grammar

### A Look at Table 1.

- Write a word from the box in each space.  
Use capital letters, if necessary.

am	are	she	teachers	they
----	-----	-----	----------	------

- Write two sentences with the same pattern.

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### B Look at Table 2.

- Write one word in each space.
- Write two questions with the same pattern.  
Use capital letters, if necessary.

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### C Look at Table 3.

- Look at the table for one minute.
- Cover the table. Number the boxes in each row. ↓
- Write each sentence with capital letters and full stops.

each day	six	have	students	lessons
30	have	lessons	we	each week

### D Look at Table 5.

- Which preposition do we use with ...
  - times?      • months?      • dates?
  - years?      • days?      • parts of a day?

- Write three true sentences with the same pattern.

---



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Table 1: Sentence pattern 4

Pronoun	Verb	not	Noun
I	—	not	a teacher.
You	—		
He	is		
—	are		—
We	—		—

Table 2: Sentence pattern 5

—	you	— student?
Is	— she —	
Are	— they	students?

Table 3: Sentence pattern 6

Yes	,	I	am	.
		you	are	
he/she		is		
No		we	are	not.
	they			

Table 4: Sentence pattern 7

I	have	six	lessons	each day.
You		30		lessons
We				
They				

Table 5: Sentence pattern 8

Noun	Verb	Prep	Time
Lessons	begin	at	11.00 a.m.
		on	the 9th. Monday.
		in	September. 2009.
	end	in	the morning.

# UNIT 3 Work and Business

## Lesson 1: Listening

**RECEPTION**

**Mrs DART PRINCIPAL**

**2010**

**GREENHILL COLLEGE**  
**DO YOU WANT TO BE?**

**NEW COURSES START 25th September 2010**

**YOU CAN STUDY**

**A** 🎧 1.22 Listen and point.

**B** Listen and do.

**C** Listen and answer.

**D** Right or wrong? Listen and check.

## Lesson 2: Listening

### A Look at the five words. →

- 1 1.23 Listen and number.
- 2 1.24 Listen and write letters (A–E).
- 3 Listen and do.

court	<input type="text"/>	<input type="text"/>	school	<input type="text"/>	<input type="text"/>
hospital	<input type="text"/>	<input type="text"/>	bank	<input type="text"/>	<input type="text"/>
office	<input type="text"/>	<input type="text"/>			

### B Read.

- 1 1.25 Listen and match.
- 2 Ask and answer.

Number 1: What does she do?  
 She's a doctor.

Number 2: What does he do?  
 He's a teacher.

Number 3: What do they do?  
 They're lawyers.



- accountant
- doctor
- engineers
- lawyers
- programmers
- secretary
- teacher

### C 1.26 Listen and tick (✓) the next word.

- 1 26  doctor  English  Hospital  Moscow  Russian
- 2 33  engineer  factory  French  Japanese  Paris
- 3 Istanbul  45  Turkish  bank  accountant
- 4 10.00 a.m.  29  court  Italian  lawyer  Swiss

### D 1.27 Listen and complete the ID card.

**First name:** Jill

**Family name:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**Hometown:** \_\_\_\_\_

**Job:** \_\_\_\_\_

**Date of birth:** 03/01/

Identity Card **Greenhill College**

### Skills Check

#### Hearing /ɑ:/ and /eɪ/

1.28 Listen. Tick (✓) the correct column.

	/ɑ:/ (ask)	/eɪ/ (day)
are	<input type="checkbox"/>	<input type="checkbox"/>
class	<input type="checkbox"/>	<input type="checkbox"/>
date	<input type="checkbox"/>	<input type="checkbox"/>

What about *lawyer, have, what, factory, hospital, want, a*?

## Lesson 3: Speaking

**A** Look. Name the jobs and places.

1



2



3



4



5



6



7



8



9



**B** You will hear some sounds.

- 1 1.29 Listen. What can you hear?
- 2 1.30 Listen again. Who works here?

**C** Choose an occupation.

Ask and answer.

**D** Ask and answer.

What's your name?

- 1 what / name?
- 2 where / from?
- 3 how / old?
- 4 where / live?
- 5 what / do?

Do you work in an office?

No, I don't.

Do you work in a factory?

Yes, I do.

Are you an engineer?

Yes, I am.

# Lesson 4: Speaking

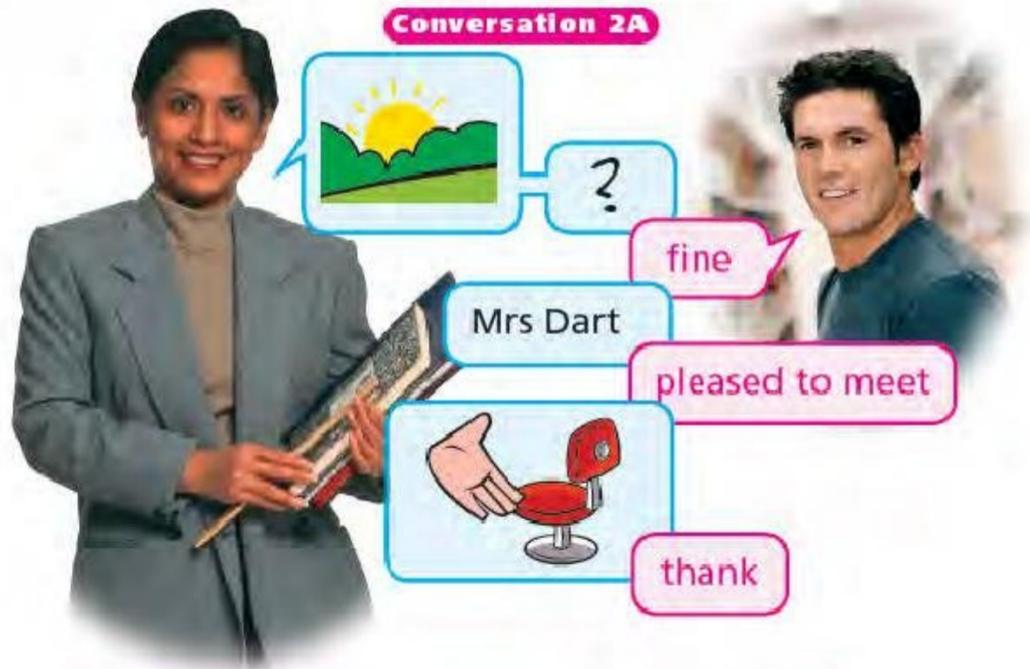
## A Read and listen to conversation 1.

- 1 1.31 Listen.
- 2 1.32 Listen and ask.

### Conversation 1

**Receptionist:** Can I help you?  
**Carl Clark:** I have a meeting with Mrs Dart.  
**Receptionist:** What's your name, please?  
**Carl Clark:** Carl Clark.  
**Receptionist:** How do you spell that?  
**Carl Clark:** C-A-R-L C-L-A-R-K.  
**Receptionist:** Thank you, Mr Clark.

**Receptionist:** Mrs Dart? Mr Clark is here.  
**Mrs Dart:** Thank you. Send him in.



## B Work in pairs.

Ask and answer. Give true information.

## C Look at conversations 2 A, B and C.

- 1 1.33 Listen.
- 2 1.34 Listen and answer.
- 3 1.35 Listen and ask.

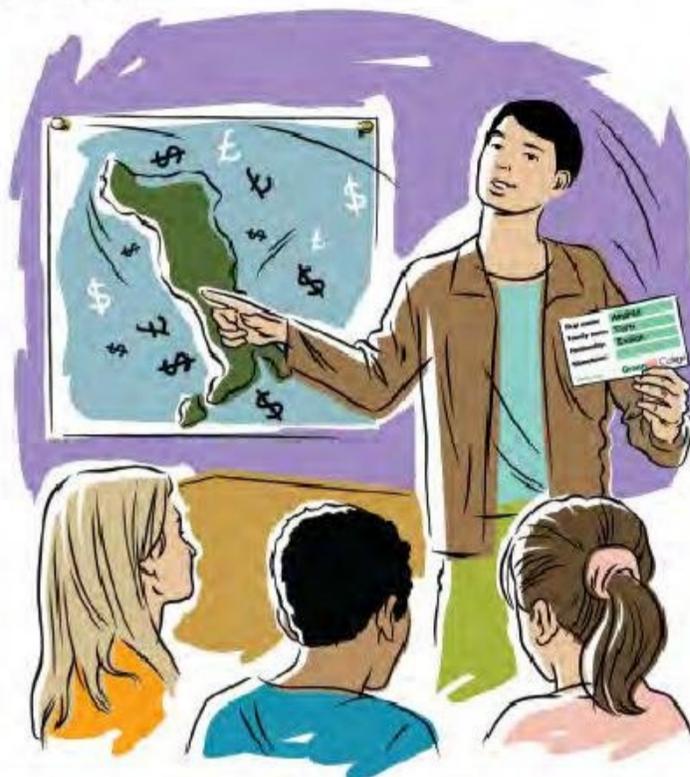
## D Work in pairs.

- 1 Ask and answer.  
**Student 1:** You are Carl.  
**Student 2:** You are Mrs Dart.
- 2 Swap roles.

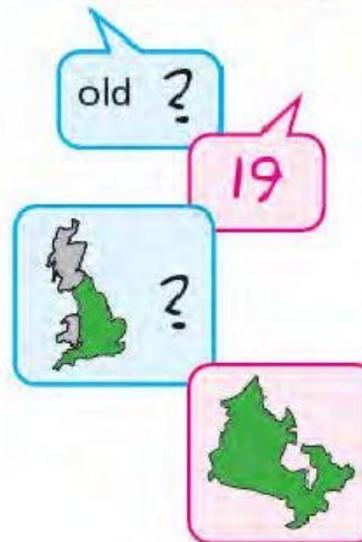
## E Look at the picture.

- 1 Make sentences.
- 2 1.36 Listen and check.

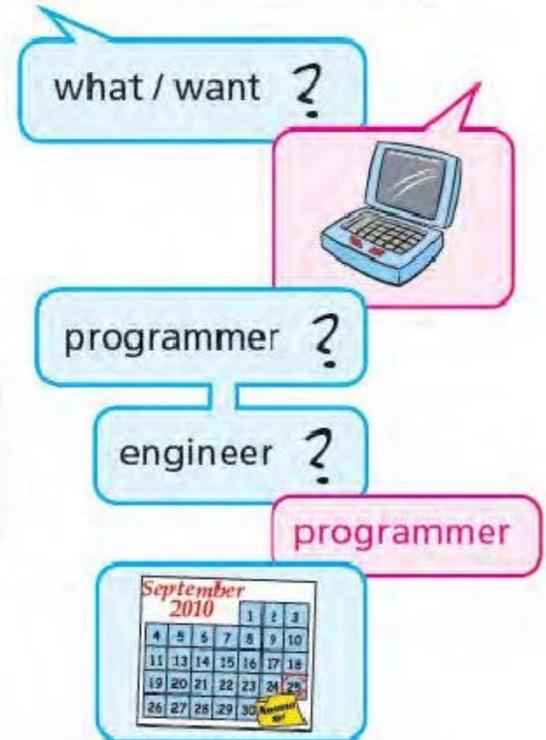
## F Speak to the class.



### Conversation 2B



### Conversation 2C



## Skills Check

### Saying /ɑ:/ and /eɪ/

Say each group of words.

/ɑ:/	/eɪ/
R	A
are	day
class	date
answer	name
ask	say
start	make
party	way
afternoon	play

## Lesson 5: Reading

**A** Look and read the flashcards.

**B** Read and match.

1	doctor	bank
2	lawyer	court
3	teacher	hospital
4	secretary	hotel
5	accountant	office
6	receptionist	school

**C** Read the text. → Name each person on the ID cards. ↓

**D** Read and complete each ID card.

**Mona Ahmed** is 45. She's Syrian. She's from Damascus. She works at Greenhill Hospital now. She's a doctor.

**Dinara Almeida** is 32. She's from São Paulo in Brazil. She's an accountant. She works in First Western Bank.

**Lim Soo May** is Singaporean. She is from Singapore City. She is 21. She is a receptionist at the International Hotel in Easton.

**Maria Petrova** and **Anna Ivanov** are lawyers. They are Russian. They both come from Moscow, but they work in England now at the Crown Court. Maria is 25 and Anna is 52.

**1**

First name: \_\_\_\_\_  
 Surname: \_\_\_\_\_  
 Hometown: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Job: \_\_\_\_\_  
 Age: \_\_\_\_\_




**2**

First name: \_\_\_\_\_  
 Surname: \_\_\_\_\_  
 Hometown: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Job: \_\_\_\_\_  
 Age: \_\_\_\_\_




**3**

First name: \_\_\_\_\_  
 Family name: \_\_\_\_\_  
 Hometown: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Job: \_\_\_\_\_  
 Age: \_\_\_\_\_



+Greenhill Hospital+

**4**

**First Western Bank**

First name: \_\_\_\_\_  
 Family name: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Hometown: \_\_\_\_\_  
 Job: \_\_\_\_\_



**5**

**INTERNATIONAL HOTEL**

FIRST NAME: \_\_\_\_\_  
 FAMILY NAME: \_\_\_\_\_  
 NATIONALITY: \_\_\_\_\_  
 HOMETOWN: \_\_\_\_\_  
 JOB: \_\_\_\_\_  
 AGE: \_\_\_\_\_



## Lesson 6: Reading

### A Tick the names.

- |    |               |                          |       |
|----|---------------|--------------------------|-------|
| 1  | andrew        | <input type="checkbox"/> | _____ |
| 2  | canadian      | <input type="checkbox"/> | _____ |
| 3  | toronto       | <input type="checkbox"/> | _____ |
| 4  | canada        | <input type="checkbox"/> | _____ |
| 5  | accountant    | <input type="checkbox"/> | _____ |
| 6  | hospital      | <input type="checkbox"/> | _____ |
| 7  | capital hotel | <input type="checkbox"/> | _____ |
| 8  | high street   | <input type="checkbox"/> | _____ |
| 9  | month         | <input type="checkbox"/> | _____ |
| 10 | monday        | <input type="checkbox"/> | _____ |
| 11 | february      | <input type="checkbox"/> | _____ |

### B Look at the Skills Check and check your answers. Then write the words with the correct capital letters.

### C Look at the text. →

- Find and underline all the names.
- What is each name? Choose from the words in the box.

nationality country town day address workplace  
first name family name company name month

### D Look at the first part of the text. Complete the sentences.

- The text is from ...
- The text is for ...
- The text is about ...

### E Choose one of the students below.

- Find a summer job for your student.
- Make notes about the job.

- Lia Salgado wants to be a teacher.
- Manuel Fernandez wants to work with computers.
- Alan Roos wants to work in hotels.
- Agnetha Peterson can type.
- Aisha Hamed wants a job in July.

### F Which job do you want to do? Why?

**Greenhill** College

**Do you want a job this summer? Many local companies are looking for people in June, July and August. Choose the best one for you!**

*Do you like working with computers?*

First Western Bank needs assistants for the programmers. Call Natalie Brown on 704 569. Or go to the bank at 75-79, High Street, Greenhill.

*Do you like children? Do you want to be a teacher?*

Eastland Secondary School needs assistants for teachers. (Age group 11-14) Work for one, two or three months. Write to Mrs Hart at PO Box 53, Greenhill.

*Do you want to be a lawyer?*

Find out about a lawyer's work this summer. The Crown Court wants secretaries for morning work from June 15th to July 31st. Interviews on Friday 26th March from 10.00 a.m. at the court, 49, London Road, Westingham.

*Do you want to work in the hotel industry?*

The International Hotel in Easton wants you from August 1st to August 28th. Call Mario Gentile now on 304 578.

*Can you type?*

Greenhill Hospital needs typists to work in the general office in July. Do a typing test on Wednesday 3rd March.

### Skills Check

#### Scanning for names

- We can find names quickly in a text. They begin with a capital letter.

#### Examples:

<b>First name</b>	My name is <b>Jill</b> .
<b>Family name</b>	My name is <b>Cast</b> .
<b>Nationality</b>	I'm <b>British</b> .
<b>Town</b>	I come from <b>London</b> .
<b>Country</b>	I come from <b>England</b> .
<b>Workplace</b>	I work at <b>Greenhill College</b> .
<b>Address</b>	I live at 1, <b>King's Road</b> .
<b>Months</b>	My birthday is 28th <b>April</b> .
<b>Days</b>	That's <b>Tuesday</b> this year.

## Lesson 7: Writing

### A Do the crossword.

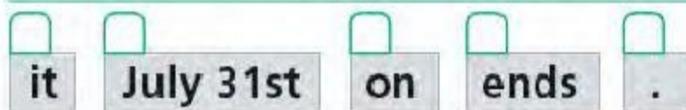
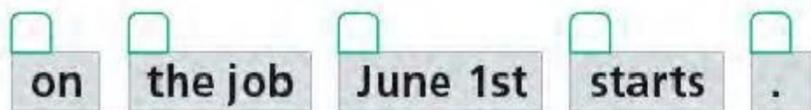


### B Look at the first job advert. Complete each sentence with a verb. ➡

- The International Hotel \_\_\_\_\_ a receptionist.
- The job \_\_\_\_\_ on August 1st.
- It \_\_\_\_\_ on August 31st.
- The receptionist \_\_\_\_\_ from Wednesday to Sunday.
- Work \_\_\_\_\_ at 7 in the morning.
- Work \_\_\_\_\_ at 4 in the afternoon.
- Lunch \_\_\_\_\_ from 12.00 to 1.00.

### C Look at the boxes.

- Number the boxes in each row in order.
- Copy the words to make sentences.



### D Look at the second job ad. Write three sentences.

#### JOBS

##### The International Hotel

Receptionist wanted • Period: Aug 1st–Aug 31st • Working week: Wednesday–Sunday • Hours of work: 7.00 a.m.–4.00 p.m. (Lunch: 12.00 p.m.–1.00 p.m.) • Call Mario on 304 578.

##### Eastland Secondary School

Assistants wanted • Period: June 1st–August 31st • Working week: Monday–Friday • Hours of work: 9.00 a.m.–5.00 p.m. (Lunch: 1.00 p.m.–2.00 p.m.) • Write to Mrs Hart at PO Box 53, Greenhill

##### Typists wanted

#### Skills Check

##### Writing job names

- Many jobs in English end in **-er**.

##### Examples:

teacher programmer engineer lawyer

- Some job names end in **-or**.

##### Example:

doctor

Make job names from these verbs: *play, paint, work, write, drive*.

- Some job names end in **-ist** or **-ant**.

##### Examples:

accountant assistant typist receptionist

## Lesson 8: Writing

### A Do you need *s* at the end of each verb?

- 1 Eastland Secondary School want\_\_ assistants.
- 2 The job start\_\_ on June 1st.
- 3 Assistants work\_\_ from Monday to Friday.
- 4 Lunch start\_\_ at 12.00 p.m.

### B Read Skills Check 1 and check.

### C Do you need *s* at the end of each verb?

- 1 The job starts on June 1st. It end\_\_ on August 31st.
- 2 Lunch starts at 12.00 p.m. It end\_\_ at 1.00 p.m.
- 3 Assistants start at 7.00 a.m. They end\_\_ at 4.00 p.m.
- 4 Lessons start at 8.00 at Eastland Secondary School. They end\_\_ at 3.00 p.m.

### D Read Skills Check 2 and check.

### E Read the information about Britain. ↓ Complete the *Britain* column.

		Britain	My country
working week	offices		
	shops		
	banks		
working hours	offices		
	shops		
	banks		

### F Complete the *My country* column.

### G Write about your country.

#### THE WORKING WEEK

The working week in Britain starts on Monday morning. Work in most offices ends on Friday evening. Some shops open on Saturday and Sunday. Banks don't open at the weekend.

#### WORKING HOURS

Work in offices starts at 8.00 a.m. It ends at 6.00 p.m. Work in shops starts at 9.00 a.m. It ends at 5.00 p.m. Banks open at 9.00 a.m. They close at 5.00 p.m.

#### Skills Check 1

##### Present simple *s*

- You only need one *s*!

##### Examples:

The job starts on June 1st.  
Assistants work from Monday ...

#### Skills Check 2

##### *It* and *They*

- singular noun ⇒ *It*

The pronoun *it* replaces a singular noun. You need verb + *s* with *it*.

##### Examples:

The job starts on June 1st.  
It ends on August 31st.

- plural noun ⇒ *They*

The pronoun *they* replaces a plural noun. You do not need verb + *s* with *they*.

##### Examples:

Assistants start at 7.00 a.m.  
They end at 4.00 a.m.

\*Most nouns take *s* for the plural, but not all.

#### Skills Check 3

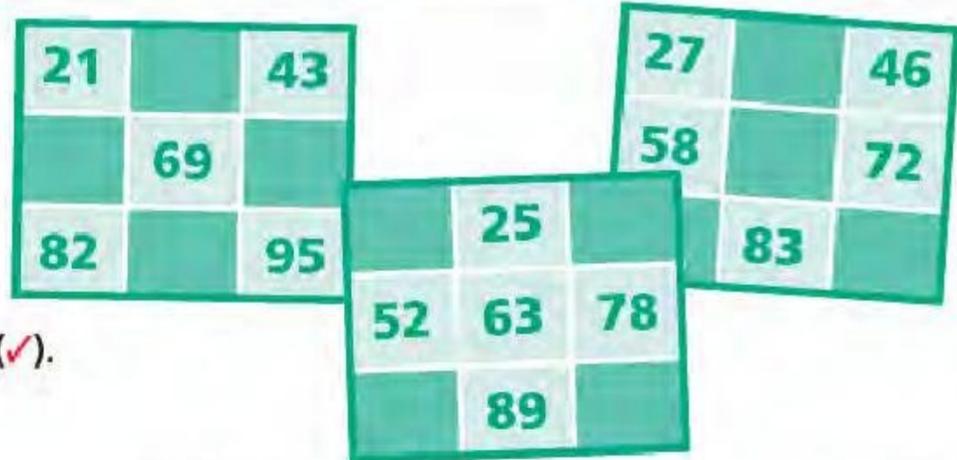
##### Sentence patterns (4)

	Verb	Prep	Date
The job	starts	on	June 1st.
It	ends	on	July 31st.

## Lesson 9: Vocabulary

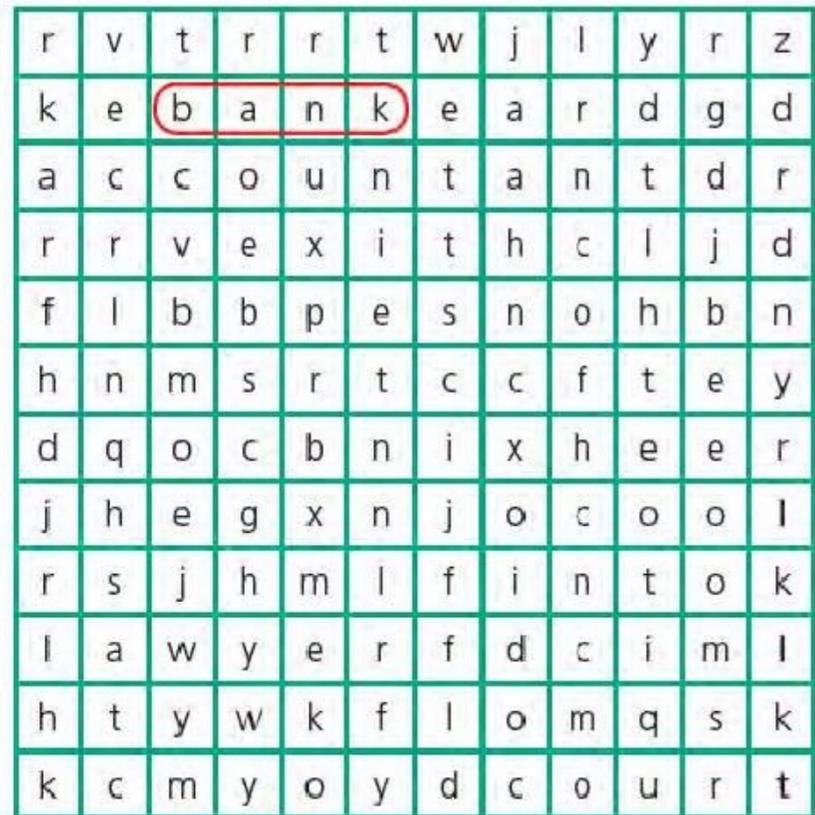
### A Play Bingo!

- 1 Choose a card. ➡
- 2 Listen and tick (✓) the numbers you hear.
- 3 All the numbers ticked? Say *Bingo!*



### B Choose and circle. Then say, listen and tick (✓).

1	18	80	<input type="checkbox"/>
2	23	32	<input type="checkbox"/>
3	13	30	<input type="checkbox"/>
4	41	14	<input type="checkbox"/>
5	56	65	<input type="checkbox"/>
6	63	36	<input type="checkbox"/>
7	15	50	<input type="checkbox"/>
8	99	19	<input type="checkbox"/>



### C Look at the wordsearch.

- 1 Find ten words connected with work and business. Read ➡, ↖ or ↗. Circle the words.
- 2 Copy each word.

### D Read, then write a job. Who works in ...

1	a court?	_____
2	a hospital?	_____
3	a school?	_____
4	a bank?	_____
5	a hotel?	_____
6	an office?	_____

bank	

### E Read the conversation. Write another conversation with the same pattern. ➡

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 10: Vocabulary

### A Match the words.

1	computer	job
2	school	notes
3	underline	name
4	start	hotel
5	international	programmer
6	first	word
7	make	teacher

### B What does each group have in common? (Clue: Think about the final sound.)

1	courts	weeks	tests
2	jobs	hotels	lawyers
3	classes	offices	exercises
4	secretaries	families	countries

### C Read Skills Check 2.

- 1 Check your answers to Exercise D.
- 2 Look at the words in the box. Which group does each word go into?

sentences   nationalities   days   desks

### D Make these nouns plural.

1	factory	_____
2	place	_____
3	doctor	_____
4	bank	_____
5	way	_____

### Skills Check 1

#### Collocation (1)

Some words often go together. This is called collocation.

#### Examples:

Adjective + noun: capital + letter;  
full + stop

Noun + noun: telephone + number;  
office + job

Verb + noun: answer + question;  
check + answer

### Skills Check 2

#### Adding an s

- We make most nouns plural with an *s*.

#### Examples:

a court – two courts  
a hotel – some hotels  
one day – three days

- After a consonant, we change a *y* to *ies*.

#### Examples:

secretary – three secretaries  
family – some families

- Sometimes the *s* = /s/.

#### Examples:

a week – six weeks  
a test – four tests

- Sometimes the *s* = /z/.

#### Examples:

a lawyer – five lawyers  
a job – some jobs

- Sometimes the *s* = /ɪz/.

#### Examples:

an office – some offices  
a secretary – some secretaries

## Lesson 11: Grammar

**A** Read the sentences and conversation. **Circle** the correct word or phrase in each case.

- 1 Maria work works in a bank.
- 2 She is has Russian.
- 3 She comes is come from Moscow.
- 4 She is 31 13 years old.
- 5 The bank open opens at 9.00 a.m.
- 6 It closes She at 4.00 p.m.

- 7 What do you work? do?
- 8 I'm doctor. a doctor.
- 9 Where you do do you work?
- 10 I work at in Greenhill Hospital.
- 11 Do you wants a job want a job for the summer?
- 12 No, I don't want. I don't.

**B** Read about Bill Gates. Complete the column with notes.

	Bill Gates	Aung San
Age		64
Nationality		Burmese
Hometown		Rangoon
Job		politician
	owner of Microsoft	



### Bill Gates

- He is 54.
- He is American.
- He comes from Seattle.
- He is a computer programmer. He is also the owner of Microsoft.

**C** Read the notes about Aung San Suu Kyi. Complete the text.

**D** Write about your father or mother in the same way. Look up the job in your dictionary.

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### Aung San Suu Kyi

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Lesson 12: Grammar

**A** Look at Table 1.

- 1 Write a preposition in each space.
- 2 What is the rule?
- 3 Write two true sentences with the same pattern in your notebook.

Table 1: Sentence pattern 9

Ellen	works	_____	a bank.
Pierre		_____	a hospital.
She		_____	First Western Bank.
He		_____	Greenhill Hospital.

**B** Look at Table 2 ⇨ and the sign. ↓

- 1 Complete the table.
- 2 Write two sentences from the information on the sign below.

Table 2: Sentence pattern 10

Work	_____	at	9.00 a.m.
_____	ends	_____	_____

**Reception office hours:**  
Start: 9.00 a.m.  
End: 5.00 p.m.



Table 3: Sentence pattern 11

What	do	you	do?	What do you do?
Where			work?	
When			start?	

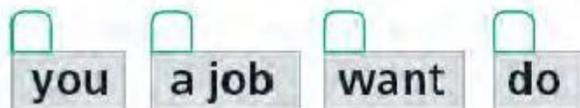
Table 4: Sentence pattern 12

Do	you	want	a job?	Yes,	i	do.
		need		No,		don't.

**C** Look at Table 3. Make three good questions.

**D** Look at Table 4.

- 1 Look at the table for 30 seconds.
- 2 Cover the table. Number the boxes in order. ↓
- 3 Write a question with good punctuation. Write an answer to the question.



**E** Work in pairs.

**Student 1:** Look at Table 5.

**Student 2:** Look at Table 6.

- 1 What are the rules?
- 2 Think of one more example in each case.

**F** Tell your partner the rules.

**G** Test each other.

Table 5: Prepositions of time

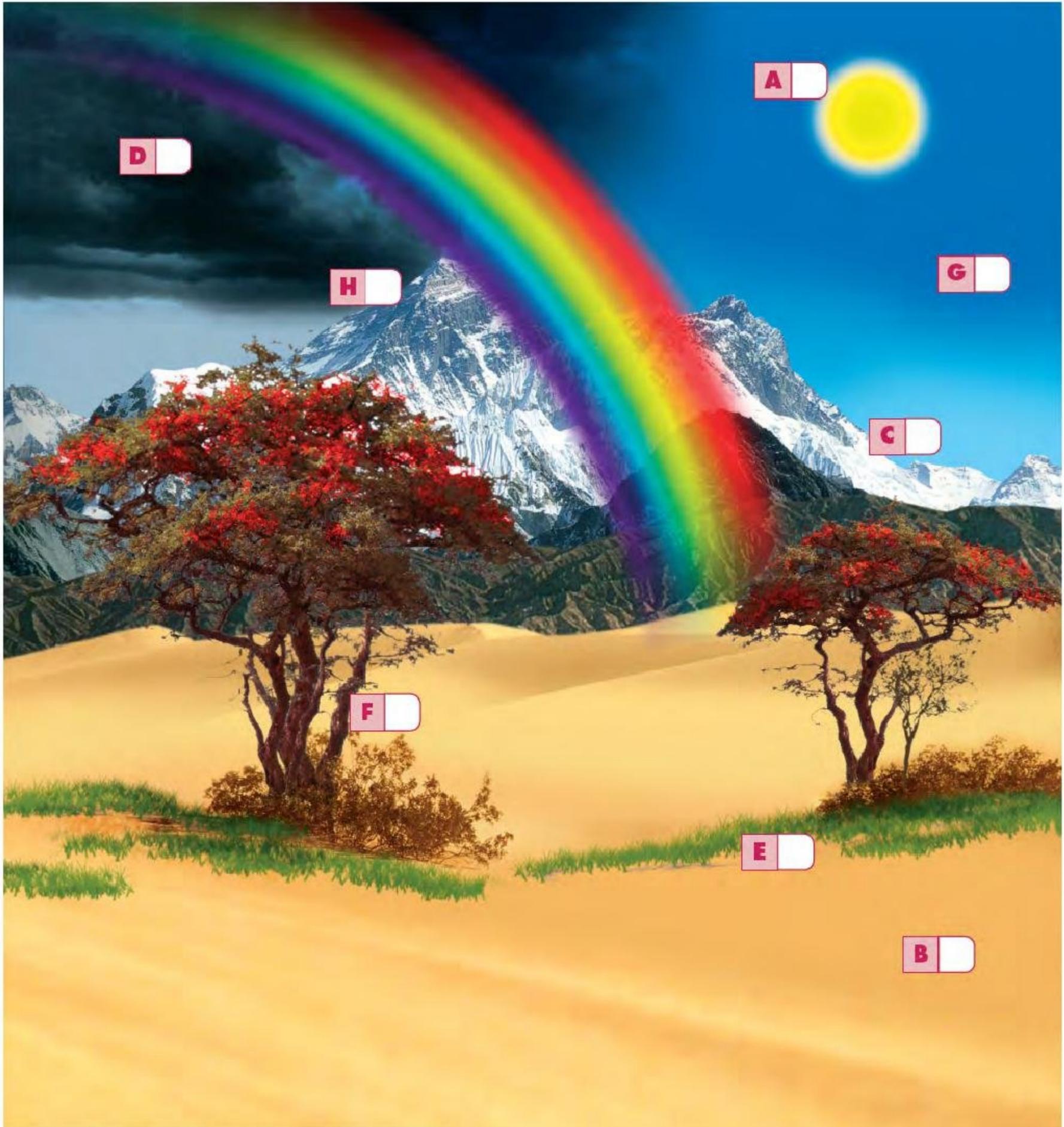
Prep	Noun	Type of information
at	3.00 p.m.	a time
on	23rd	a date
on	Monday	a day
in	October	a month
in	1994	a year
in	the afternoon	part of a day
for	a month	a period of time
from ... to	11.00–12.00	for times, dates, days

Table 6: Prepositions of place (1)

Prep	Noun	Type of information
in	Italy	country
in	Rome	town/city
in	a hotel	workplace
at	The International	company name

# UNIT 4 Science and Nature

## Lesson 1: Listening

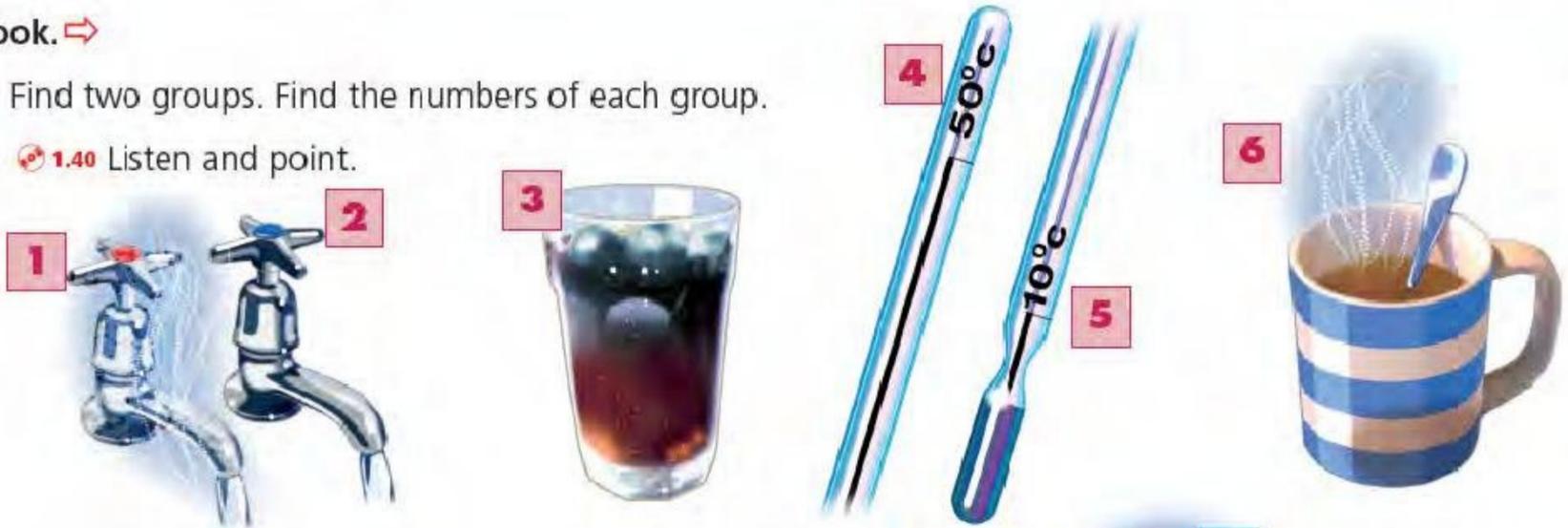


- A** 🎧 1.37 Listen and point.
- B** 🎧 1.38 Listen and find.
- C** 🎧 1.39 Listen and answer.
- D** Right or wrong? Listen and check.

## Lesson 2: Listening

### A Look. ⇨

- 1 Find two groups. Find the numbers of each group.
- 2 1.40 Listen and point.

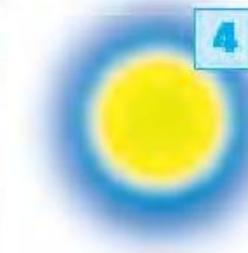


### B Look and read. ⇨

- 1 Match.
- 2 1.41 Listen and check.
- 3 Ask and answer.



- the sun
- sand
- snow
- trees
- clouds
- grass



What is it?

It is snow.

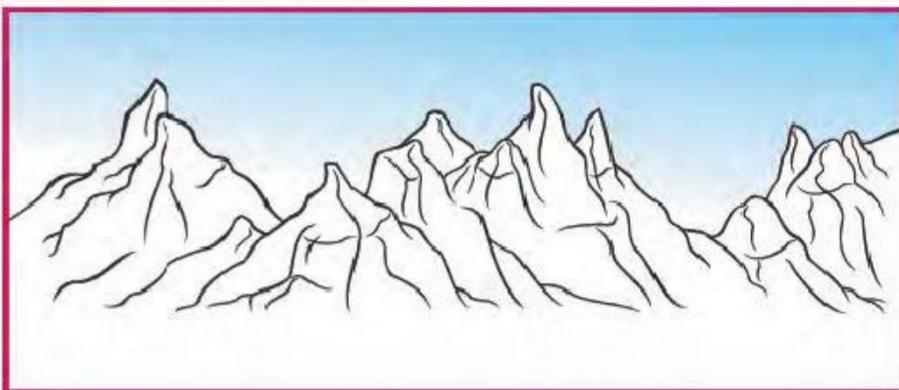
What are they?

They are clouds.

What colour are they?

They are black.

### C 1.42 Listen and draw.



### D 1.43 Listen. Find and number six of the items in the picture in Lesson 1.

### E 1.44 Listen. What is it?

### Skills Check 1

#### Revision

~~grass~~ grey red white sky yellow

Say these words from this theme.

Write each word under the correct vowel sound.

/e/	/aɪ/	/ɑː/	/eɪ/
(pen)	(five)	(ask)	(date)
		grass	

1.45 Listen and check.

### Skills Check 2

#### Hearing /i:/

1.46 Listen. Tick (✓) the words with /i:/.

tree	<input type="checkbox"/>	he	<input type="checkbox"/>	she	<input type="checkbox"/>
blue	<input type="checkbox"/>	grey	<input type="checkbox"/>	we	<input type="checkbox"/>
green	<input type="checkbox"/>	see	<input type="checkbox"/>	the	<input type="checkbox"/>

## Lesson 3: Speaking

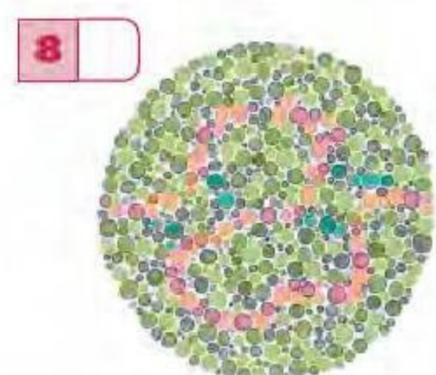
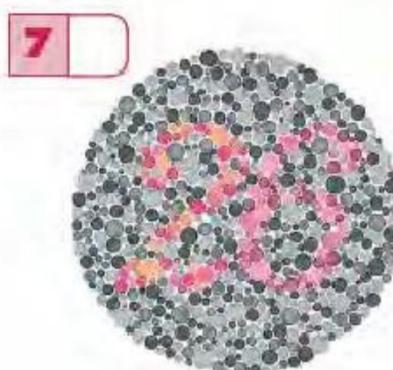
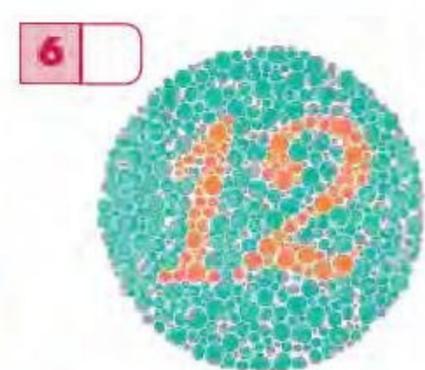
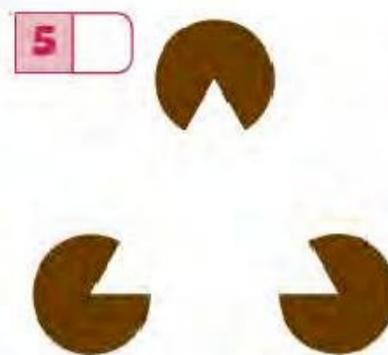
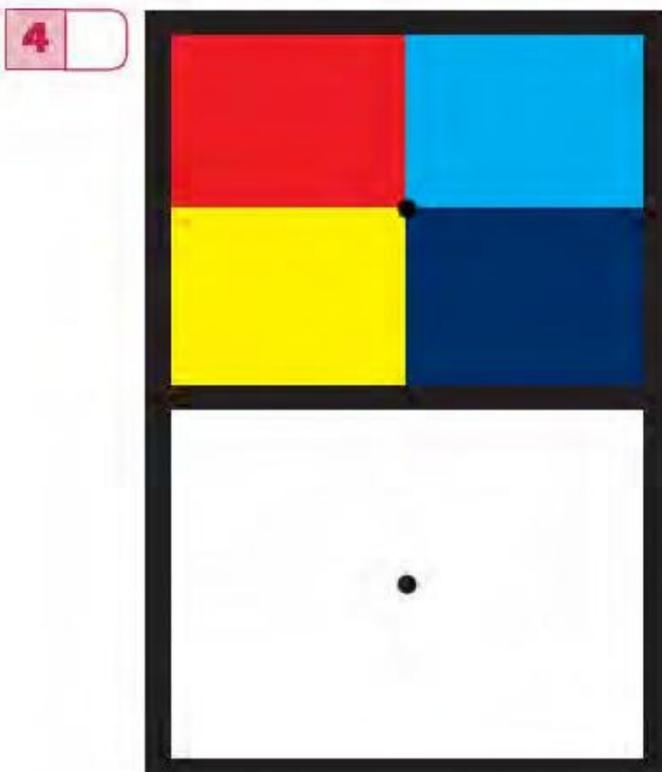
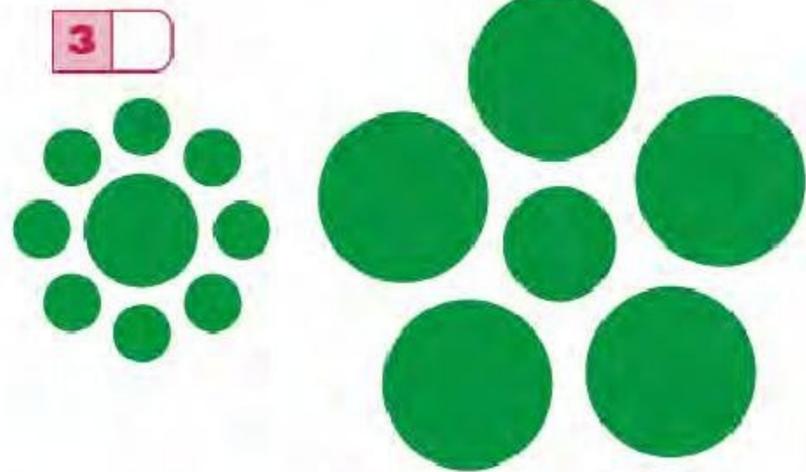
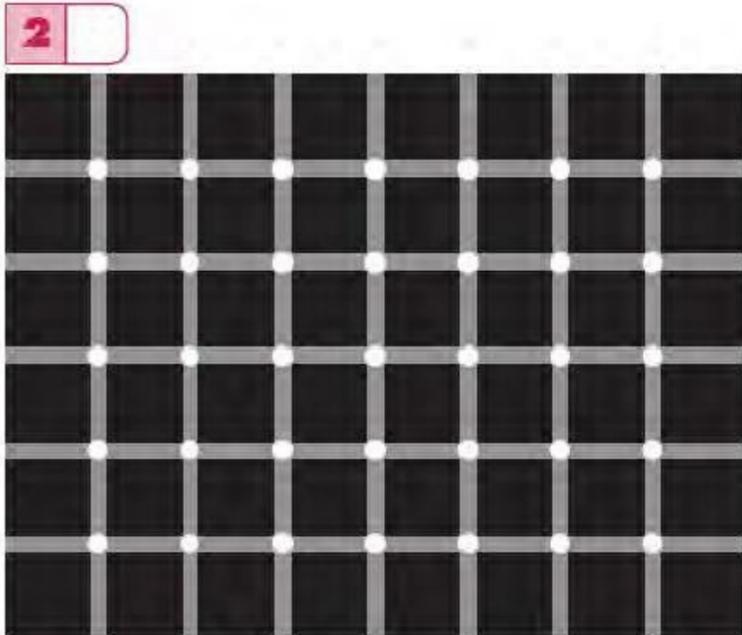
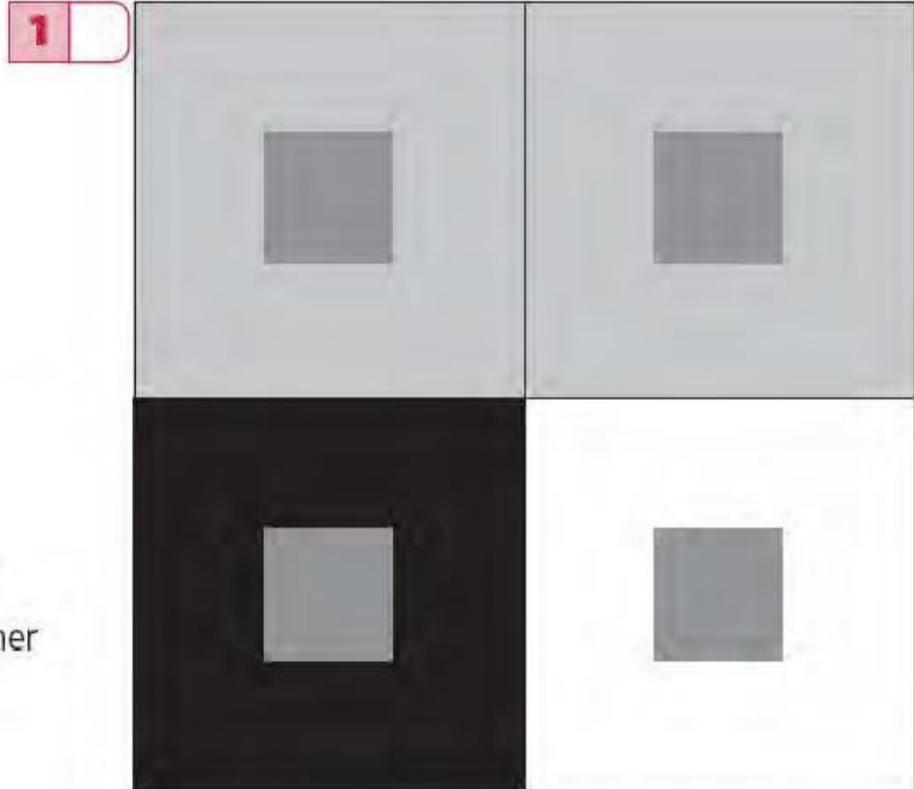
**A** Look at the drawings. How many ...

- 1 red squares?
- 2 grey squares?
- 3 black squares?
- 4 green circles?

**B**  1.47 Listen. Which drawing is it?

**C** Work in pairs.

- 1 Talk about each drawing. What can you see?
- 2 Choose a drawing. Describe it. Can your partner identify the drawing?



# Lesson 4: Speaking

## Conversation 1



Lee: Look at this drawing.  
 Kim: Which drawing?  
 Lee: This one. Number 2. What can you see?  
 Kim: I can see black squares.  
 Lee: What else can you see?  
 Kim: There are lines. What is this colour?  
 Lee: It's grey.  
 Kim: How do you say the word?  
 Lee: Grey.  
 Kim: Grey. OK. There are grey lines.  
 Lee: Anything else?  
 Kim: Oh, yes. I can see white circles.  
 Lee: How many circles are there?  
 Kim: There are ... I can't count them! They change from white to black! I don't understand. Why do they do that?

**A** You are going to hear a conversation about drawing 2.

- 1 Look at the drawing. What can you see?
- 2 1.48 Listen.
- 3 1.49 Listen and read.
- 4 1.50 Listen and answer.

**B** Read conversation 1 in pairs.

**C** You are going to hear a conversation about drawing 4.

- 1 Look at the drawing. What can you see?
- 2 1.51 Listen.

**D** Role-play conversation 2 in pairs.

**E** Choose another drawing.

- 1 What can you see?
- 2 Explain it to your partner.

**F** Why does it happen? Explain the strange thing about your drawing.

## Conversation 2



look

which ?

4 ?

colour ?

else ?

next ?

30 seconds

!

*(Note: The diagram includes various icons like eyes, shapes, and checkmarks to represent the visual information in the conversation.)*

### Skills Check

#### Saying can and can't

- The vowel in *can* is short.
- The vowel in *can't* is long. Use a long vowel with the negative.

Find sentences with *can* and *can't*. Practise saying the sentences.

## Lesson 5: Reading

**A** Look and read the flashcards.

**B** Read and match.

1 The sun is	blue or black.
2 Grass is	cold.
3 Sand is	green or brown.
4 Clouds are	hot.
5 The sky is	red and orange and yellow and green and blue and indigo and violet.
6 Snow is	red or orange or yellow or white or grey.
7 A rainbow is	white or grey or black.

**C** Look at Figure 1 on page 51. What can you see?

**D** Look at the text in the blue box. ↗

- 1 Scan for numbers.
- 2 Scan for names.
- 3 Scan for colours.
- 4 How many sentences are there?

There are seven colours in Figure 1. There are also seven letters. There are two circles in the drawing. There is one square. There are no triangles. R means *red*. B means *black*. The drawing is called a figure. From the figure, we can learn about making colours with ink. For example, blue and yellow make green. Red and yellow make orange. Blue and red make yellow.

**E** Read the text in the blue box.

- 1 Right or wrong? Tick (✓) or cross (✗) the sentences.
- 2 What is wrong with the (✗) sentences? Correct them.

**F** Cover Figure 1 on page 51.

- 1 Draw the figure from the information. Use the red box on page 51.
- 2 Give the figure a caption. Use words from the text.

## Lesson 6: Reading

**A** Read Skills Check 1 on page 51.

- 1 Look through this book. Find a figure. What can you see?
- 2 Make some notes.

**B** Work in pairs.

- 1 Tell your partner about your figure.
- 2 Make sentences with *There is/There are*. Can your partner find the figure?

**C** Look at Figure 2 on page 51.

- 1 What can you see in the figure?
- 2 What does *RGB* mean?
- 3 What about *MYC*?
- 4 What is the text about?

**D** Look at the text on page 51. Find ten different colour words.

**E** Read the heading and the first paragraph. What is the text about?

**F** Work in pairs.

**Student 1:** Read paragraph 2.

**Student 2:** Read paragraph 3.

Tell your partner ...

- 1 the primary colours of ink or light.
- 2 the secondary colours.
- 3 some examples.

## Making colours with ink and light

Do you have a colour printer or a colour monitor? Printers and monitors can make all the colours of the rainbow. How can they do this?

Look at the colour ink cartridge of your printer. It has three colours. They are red, blue and yellow. Red, blue and yellow are the primary colours of ink. Two primary colours make a secondary colour. For example, red and yellow make orange. The other secondary colours are green and violet. We can make black with red, yellow and blue. (See Fig. 1)

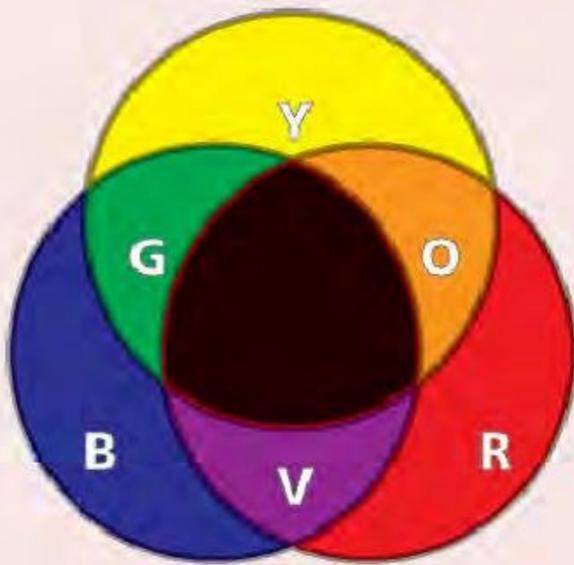


Figure 1: Making colours with ink

The correct name for a colour monitor is an RGB monitor. RGB means *red, green, blue*. Your monitor can make red light, green light or blue light. Red, blue and green are the primary colours of light. Two primary colours make a secondary colour. For instance, red and green make yellow. The other secondary colours are magenta and cyan. White light has all the colours of the rainbow. (See Fig. 2.)

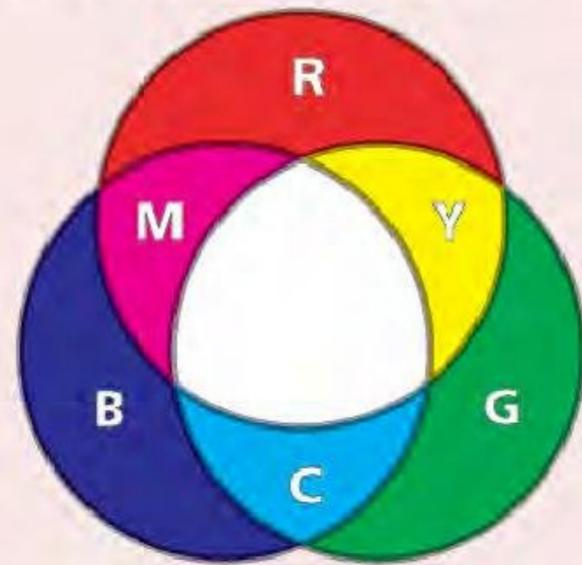
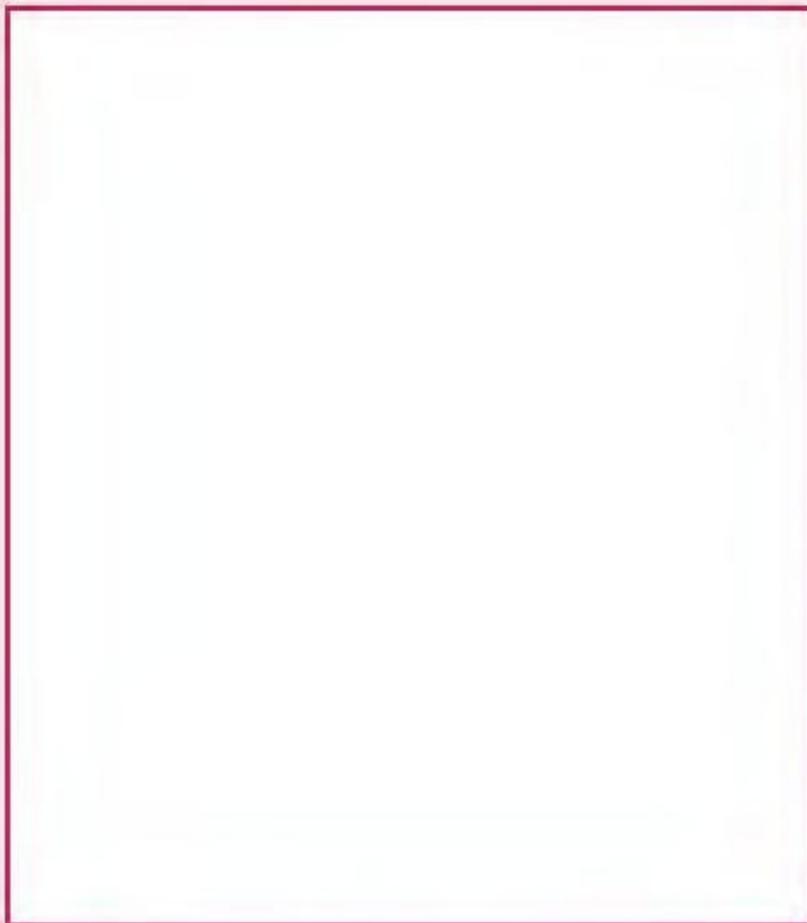


Figure 2: Making colours with light



### Skills Check 1

#### Using figures

- There is sometimes a figure with a text. Figures are drawings, graphs or pictures. Look at the figure. Think:

*What can I see in this figure?*

*What is this text about?*

### Skills Check 2

#### Finding and using examples

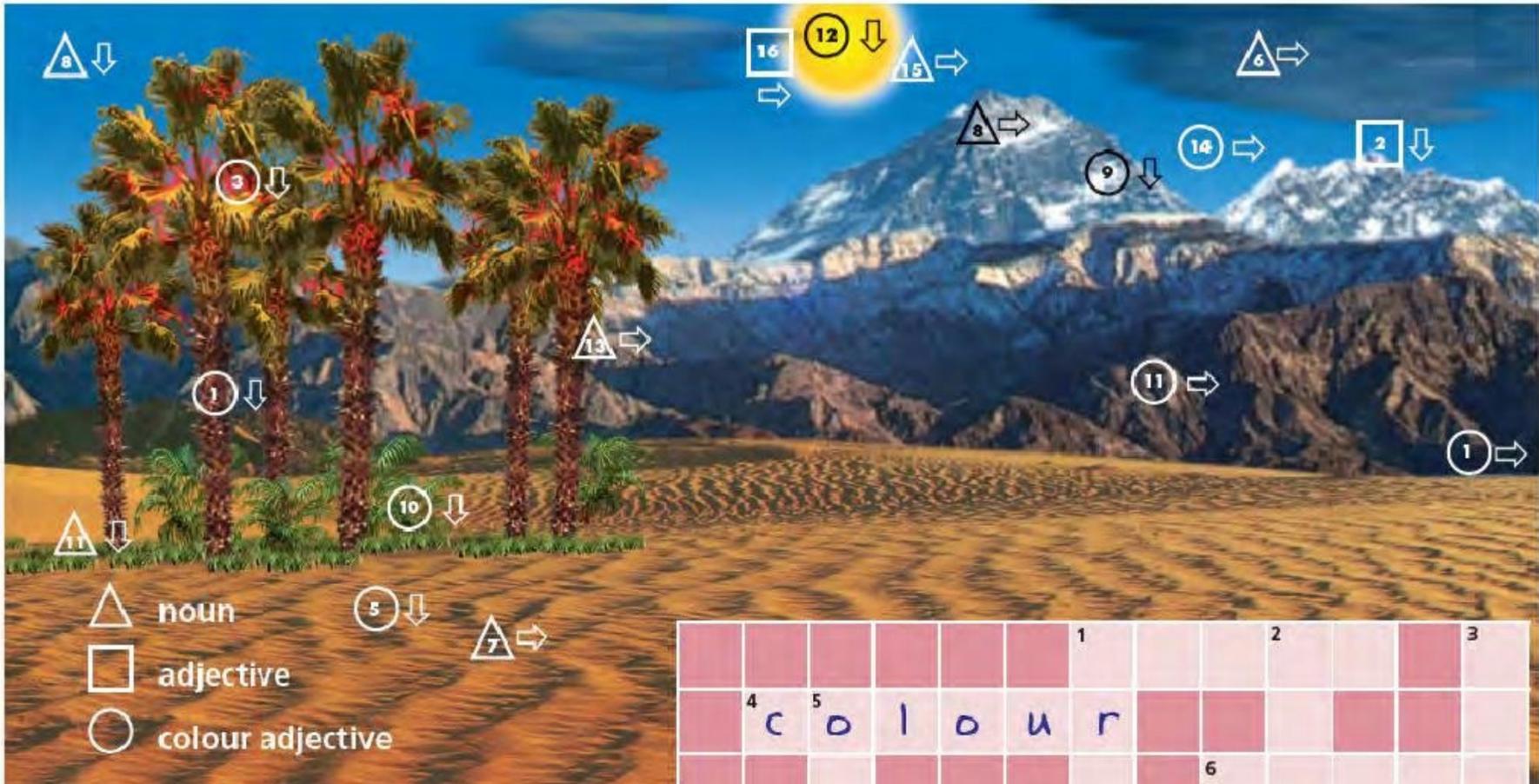
- There are often examples in a text. Examples help you understand the text. Look for:

*For example,*

*For instance,*

Think of another example.

## Lesson 7: Writing



**A** Do the crossword.

**B** Look at the words in the box.

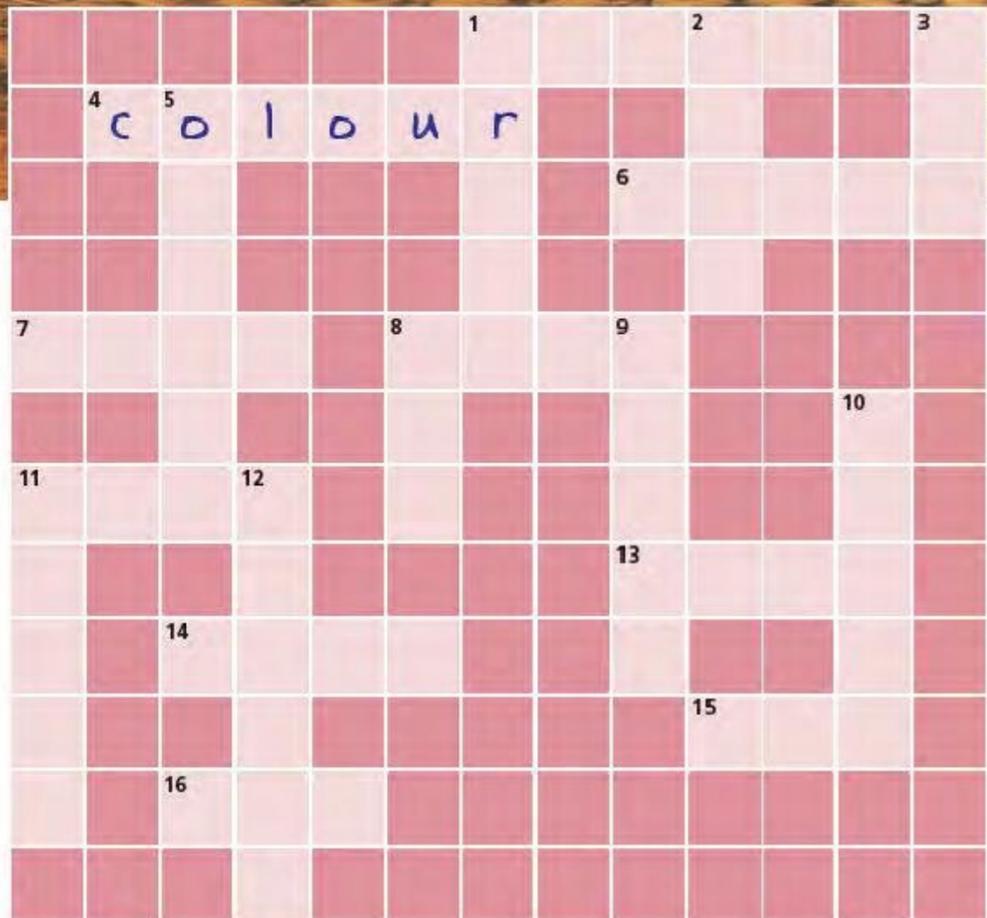
green leaf mean read  
see speak tree week

- 1 What do they all have in common?
- 2 Put the words into two groups.
- 3 Read the Skills Check and check.

**C** Look at the picture again. Complete each sentence.

It is 2.00 in the \_\_\_\_\_. The sun is hot and the sky is \_\_\_\_\_. There are \_\_\_\_\_ in the sky. They are \_\_\_\_\_. There are \_\_\_\_\_ mountains. There is white \_\_\_\_\_ on the mountains. I can see orange \_\_\_\_\_. I can also see six \_\_\_\_\_ trees. There are \_\_\_\_\_ flowers on the trees. There is green \_\_\_\_\_ around the trees.

**D** Write three sentences about your classroom.



### Skills Check

#### Spelling vowels (3): /i:/

- We often spell /i: / with **ee** or **ea**.  
**Examples:** tree green speak leave
- We often spell /i: / with **y** at the end of a word.  
**Examples:** eighty university
- Pronouns with /i: / have one **e**.  
**Examples:** he she we me
- The verb **be** has one **e**.

## Lesson 8: Writing

### A Do you need *a* or *an* with these words?

- |                  |                      |
|------------------|----------------------|
| 1 <u>a</u> cloud | 6 ___ orange sand    |
| 2 ___ tree       | 7 ___ sand           |
| 3 ___ grass      | 8 ___ snow           |
| 4 ___ mountains  | 9 ___ three clouds   |
| 5 ___ brown tree | 10 ___ orange flower |

### B Read Skills Check 1 and check.

### C Can you improve these sentences? They are grammatically correct, but not very English.

- A tree is in the picture.
- Sand is in the picture.
- Three clouds are in the sky.
- Snow is on the mountains.
- Red flowers are on the trees.

### D Read Skills Check 2 and check.

### E Complete the text. Use phrases from the box for each space. Use capital letters, if necessary.

there is    there are    it is    they are

In my picture, the sun is in the sky. \_\_\_\_\_ hot.  
 \_\_\_\_\_ white clouds in the sky. \_\_\_\_\_ mountains  
 in the distance. \_\_\_\_\_ black. \_\_\_\_\_ snow on  
 one mountain. \_\_\_\_\_ three trees at the front of the  
 picture. \_\_\_\_\_ green. \_\_\_\_\_ red flowers on the  
 trees. \_\_\_\_\_ grass around the trees. \_\_\_\_\_ brown.

### F Work in pairs.

- Draw a picture with trees, clouds, etc. Write *R* for red, *G* for green, etc. Do not show your partner.
- Write a paragraph about your picture.
- Exchange paragraphs with your partner. Draw a picture from your partner's paragraph with *R*, *G*, etc.
- Compare pictures.

### Skills Check 1

#### *a/an/or zero article*

- Some singular nouns need *a/an*.  
**Examples:** a tree a cloud a mountain
- Some singular nouns do not need *a/an*.  
**Examples:** sand snow
- Plural nouns do not need *a/an*.  
**Examples:** trees clouds mountains

### Skills Check 2

#### Using *there*

- We can use *there* with singular and plural nouns.  
**Examples:**  
There is a tree in the picture.  
There is sand in the picture.  
There are three clouds in the sky.

### Skills Check 3

#### *There is/are vs It is/They are*

- We use *There is/are* to talk about a new item.
- We use *It/They* to give more information about the item.

#### **Examples:**

New item	More information
There is a tree in the picture.	It is brown.
There is sand in the picture.	It is orange.
There are clouds in the sky.	They are black.

### Skills Check 4

#### Sentence patterns (5)

There	Verb		Adjective	Noun
There	is	a	brown	tree.
		—	orange	sand.
	are	—	black	clouds.

## Lesson 9: Vocabulary

**A** Listen and write. ⇨

**B** Do the sums.

**C** Write five sums. Do the sums.

**D** Work in pairs.

**Student 1:** Dictate your sums to your partner.

**Student 2:** Do your partner's sums.

**E** Compare answers.

**F** Look at the wordsearch. ✂

1 Find 15 words from this theme. Read ⇨, ✂ or ↻.

Circle the words.

2 Copy each word.

3 Find the hidden phrase in the first three rows.

**G** Look at the letters. What is the connection between each group? What does each letter mean?

1 R O Y G B I V

2 M T W T F S S

3 J F M A M J J A S O N D

4 O T T F F S S E N T E T

5 F S T F F S S E N T E T

**H** Look at the conversation. ↓

1 Read the conversation.

2 Write another conversation with the same pattern.  
Use *pen, desk, green, black* (as part of a sentence).

3 Practise your conversation in pairs.



1 $\begin{array}{r} \underline{\quad} \\ + 21 \\ \hline \end{array}$	2 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$	3 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$	4 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$
---	---	---	---

5 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$	6 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$	7 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$	8 $\begin{array}{r} \underline{\quad} \\ \hline \end{array}$
---	---	---	---

s	c	i	e	n	e	b	l	a	c	k
c	e	c	l	o	u	d	g	a	n	d
n	a	t	l	w	n	y	u	r	r	e
f	z	l	o	w	k	g	r	e	e	n
v	e	n	o	s	z	g	b	r	l	y
y	s	r	s	q	r	e	r	l	e	d
m	b	f	d	u	t	q	f	a	u	d
t	p	n	o	i	n	k	c	h	s	e
n	a	l	h	f	b	q	l	l	o	s
s	o	w	t	r	e	e	l	q	n	t
c	c	o	l	d	o	r	a	n	g	e

black	

## Lesson 10: Vocabulary

**A** Match the words to make common collocations.

1	black	taxi
2	blue	tea
3	green	bus
4	yellow	hair
5	white	coffee
6	red	eyes

**B** Look at the words in the box.

- Write each word in the correct column.
- Combine words to make any six phrases.
- Make sentences from your six phrases, e.g., *The cloud is black.*

~~black~~ blue brown ~~cloud~~ cold grass  
 green grey hot orange red sand  
 sky snow sun tree white yellow

Adjective	Noun
black	cloud
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**C** Write some rules for using adjectives. Then read Skills Check 2.

### Skills Check 1

#### Collocation (2)

- There are many adjective + noun collocations.

**Examples:**

black hair, red hair, blonde hair

- More examples of strong collocations

Red pepper 

Blue sky 

Green beans 

Brown bread 

Grey clouds 

Black hair 

White shirt 

### Skills Check 2

#### Adjective order

- Most adjectives can go:
  - after the verb *be*.
  - before a noun.

**Examples:**

The sand is yellow.  
 The yellow sand is hot.

## Lesson 11: Grammar

**A** Read the sentences. Circle the correct word or phrase in each case.

1 What colour is it?  
it is?

2 I can to see see a small cloud.

3 He cans do can do the exercise.

4 There is a are a grey mountain.

5 There is are sand.

6 It There is orange.

7 There is are ten trees.

8 There They are tall.

9 The grass is are green.

10 Why does Why do the colour change?

11 Where does she works? work?

12 What does What do this word mean?

**B** Read about the man. ⇒

- 1 Check any words in your dictionary.
- 2 Write notes in the *Man* column.

	Man	Woman
Live?		flat
Where?		large city
Rooms + colour?		green kitchen; white living room
My bedroom		at the back; blue



- I live in a house. It is in a small town.
- There is a kitchen. It is blue.
- There is a living room. It is green.
- My bedroom is upstairs. It is red and white.



- I \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C** Read the notes about the woman. Complete the text. ⇒

**D** Write about your house or flat in the same way. Look up words in your dictionary.

## Lesson 12: Grammar

### A Look at Table 1.

1 Write a noun from the box in each space.

a flower	sand	clouds	
----------	------	--------	--

- 2 What is the rule?
- 3 Write three sentences in your notebook about the items in the pictures. ✂
- 4 Give more information about each item.

### B Look at Table 2, then read the sentences below. What is wrong with each sentence?

- 1 I can to speak English.
- 2 He cans come in the afternoon.
- 3 She can does the exercise.
- 4 They don't can close the door.

### C Look at Table 3.

- 1 Look at the table for 30 seconds.
- 2 Cover the table. Number the boxes in order. ↓
- 3 What is missing?
- 4 Write four good questions from the words in the table.

does	change	the colour	why
	start	the lesson	when
	do	he	what
	live	she	where

### D Work in pairs.

**Student 1:** Look at Table 4.

**Student 2:** Look at Table 5.

- 1 What are the sentence patterns in your table?
- 2 Add more words to make new sentences.

### E Tell your partner the rules of your sentence pattern.

### F Test each other.

Table 1: Sentence pattern 13

There	is	_____	on the tree.
		_____	around the house.
	are	_____	in the sky.

It	is	red.
They	are	white.



grass



birds



insect

Table 2: Sentence pattern 14

Pron	Modal	Infinitive	Noun
I	can	see	a tree.
You		open	the door.
He		do	the exercise.
She	can't	spell	the word.
We		work	today.
They		speak	English.

Table 3: Sentence pattern 15

Why	does	the colour	change	?
When		the lesson	start	
What		he	do	
Where		she	live	

Table 4: Adjectives (1)

The grass	is	green.
The sand		yellow.
The clouds	are	black.
The trees		brown.

Table 5: Adjectives (2)

I	can	see	green	grass.
			yellow	sand.
			black	clouds.
			brown	trees.

# UNIT 5 The Physical World

## Lesson 1: Listening

**A** 2.1 Listen and point.

**B** 2.2 Listen and find.

**C** Ask and answer.

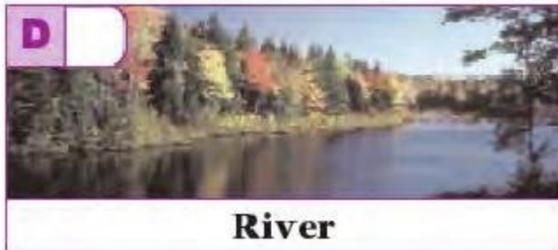
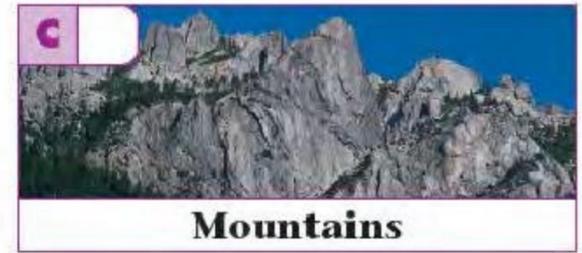
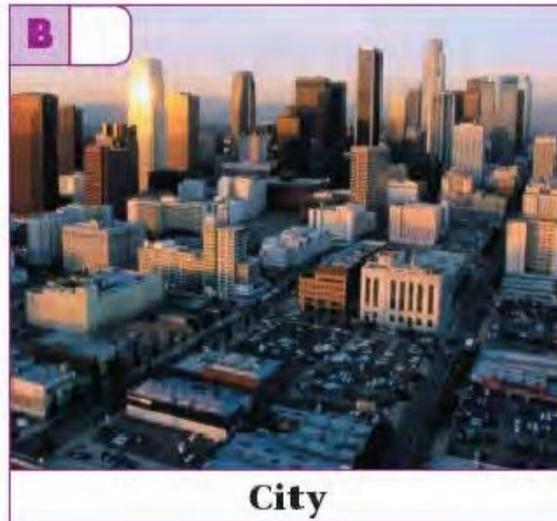
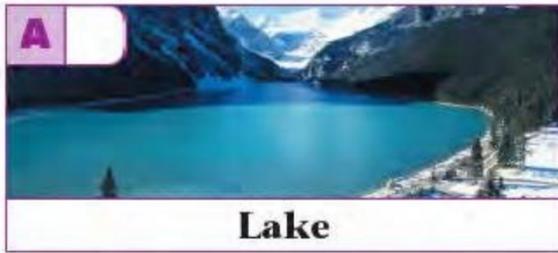
**D** Right or wrong? Listen and check.

■ over 1,000,000

● over 100,000

● over 10,000

## Lesson 2: Listening



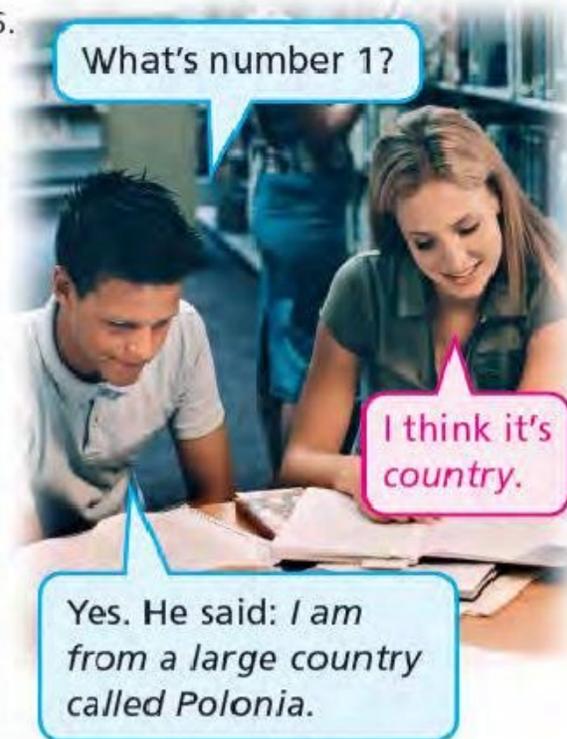
**A** Look. ↑

- 🎧 2.3 Listen and number.
- Listen and answer.

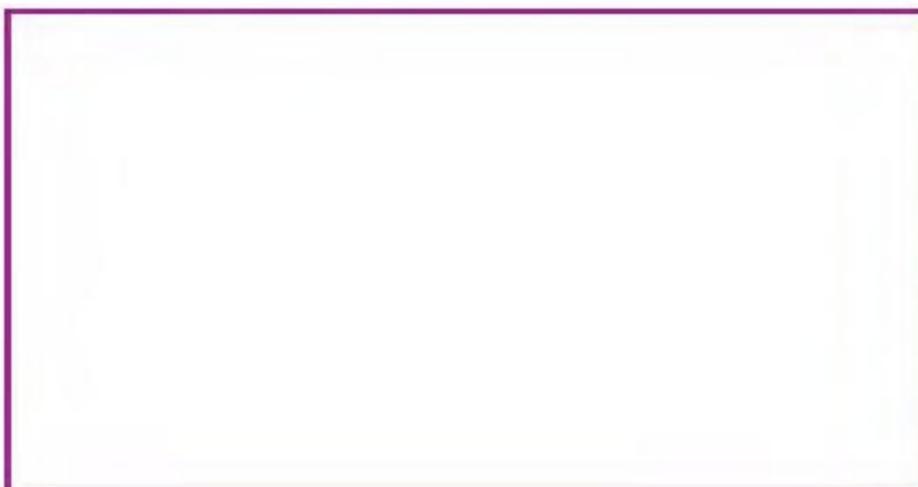
**B** Read.

- 🎧 2.4 Listen and number.
- Remember the words.

coast	<input type="checkbox"/>
cold	<input type="checkbox"/>
country	1
east	<input type="checkbox"/>
hot	<input type="checkbox"/>
north	<input type="checkbox"/>
south	<input type="checkbox"/>
town	<input type="checkbox"/>
village	<input type="checkbox"/>
west	<input type="checkbox"/>



**C** 🎧 2.5 Listen and draw.



### Skills Check 1

#### Revision

~~west~~ river east island lake  
left city right centre village

Say these words from this theme.

Write each word under the correct vowel sound.

🎧 2.6 Listen and check.

/e/	/ɪ/	/ɪ:/	/aɪ/	/eɪ/
(pen)	(six)	(tree)	(five)	(date)
west				

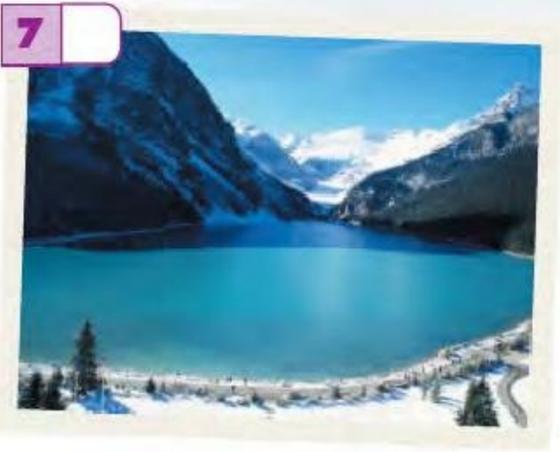
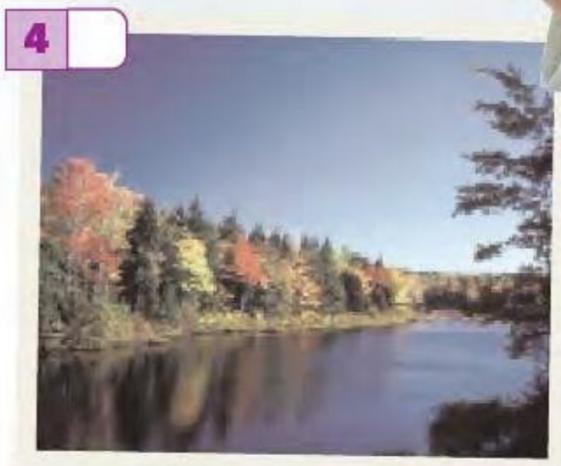
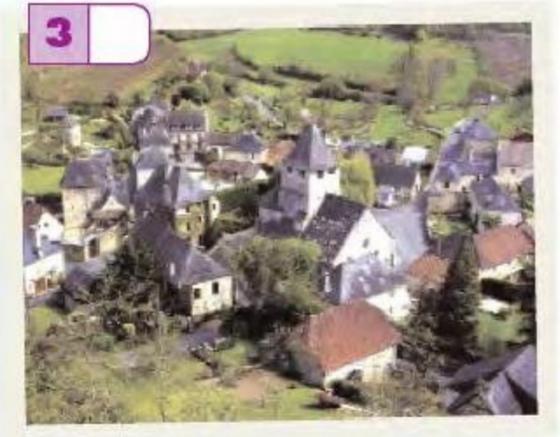
### Skills Check 2

#### Hearing /aʊ/

🎧 2.7 Listen. Tick (✓) the words with /aʊ/.

south	<input type="checkbox"/>	brown	<input type="checkbox"/>
town	<input type="checkbox"/>	around	<input type="checkbox"/>
country	<input type="checkbox"/>	snow	<input type="checkbox"/>
mountain	<input type="checkbox"/>	yellow	<input type="checkbox"/>
coast	<input type="checkbox"/>	accountant	<input type="checkbox"/>
hour	<input type="checkbox"/>	cloud	<input type="checkbox"/>
now	<input type="checkbox"/>	cold	<input type="checkbox"/>

## Lesson 3: Speaking



Do you live in the mountains?

No, I don't.

Do you live on a river?

Yes, I do.



The mountains are top left.

- A Look.** ↗
- 1 Name the places.
  - 2 Where is each picture?
  - 3 Close your book. Can you remember the eight pictures?
- B Listen and repeat.**
- C Choose a place.**  
Ask and answer.
- D Ask and answer.**
- 1 come from?
  - 2 city?
  - 3 where?
  - 4 coast?
  - 5 islands?
  - 6 rivers?
  - 7 mountains / your country?
  - 8 lakes?

## Lesson 4: Speaking



**A Role-play.**

Ask and answer about your partner's country.

**Student 1:** You come from Athens in Greece.

**Student 2:** You come from Caracas in Venezuela.

**B Read and do.**

- 1 Draw an outline map of your country or your area in the left box at the bottom of the page.
- 2 Add the main cities and towns.
- 3 Add the mountains, the rivers, the lakes and the islands.
- 4 Label the items.

**C Work in pairs.**

Do not show your map to your partner!

- 1 Draw an outline map of your country or area in your partner's book. Use the box on the right.
- 2 Describe your map.
- 3 Complete the map of your partner's country or area.

**Skills Check**

**Saying /aʊ/**

Say these words.

- |       |            |
|-------|------------|
| town  | brown      |
| cloud | around     |
| hour  | mountain   |
| now   | accountant |

What about snow, yellow, country, know?



## Lesson 5: Reading



**A** Look and read the flashcards.

**B** Read the group of words in each row.

north	south	east	west
top	centre	right	
mountains	rivers	islands	
towns	cities		

- 1 Add another word to each group.
- 2 Find the word for each group from the box.

left lakes villages ~~west~~

**C** Read the sentences. Label the map with the country names.

- 1 Italy is northwest of Egypt.
- 2 Mexico is southwest of Italy.
- 3 South Africa is south of Egypt.
- 4 China is northeast of South Africa.
- 5 Australia is southeast of China.

**D** What do you know?

- 1 Read each sentence or paragraph. It is about one of the countries on the map. Which country?
- 2 Look at the maps on page 63. Check your answers.

**A** It is a very large island.

**B** There are mountains in the centre of the country. There are also mountains in the north. There are two large islands.

**C** There are mountains on the west coast. There is a large lake in the southwest of the country.

**D** There is a large river. It starts in a large lake in the south. It goes to the coast in the north.

**E** There are two very long rivers. They start in the mountains in the centre of the country. They go to the coast in the east.

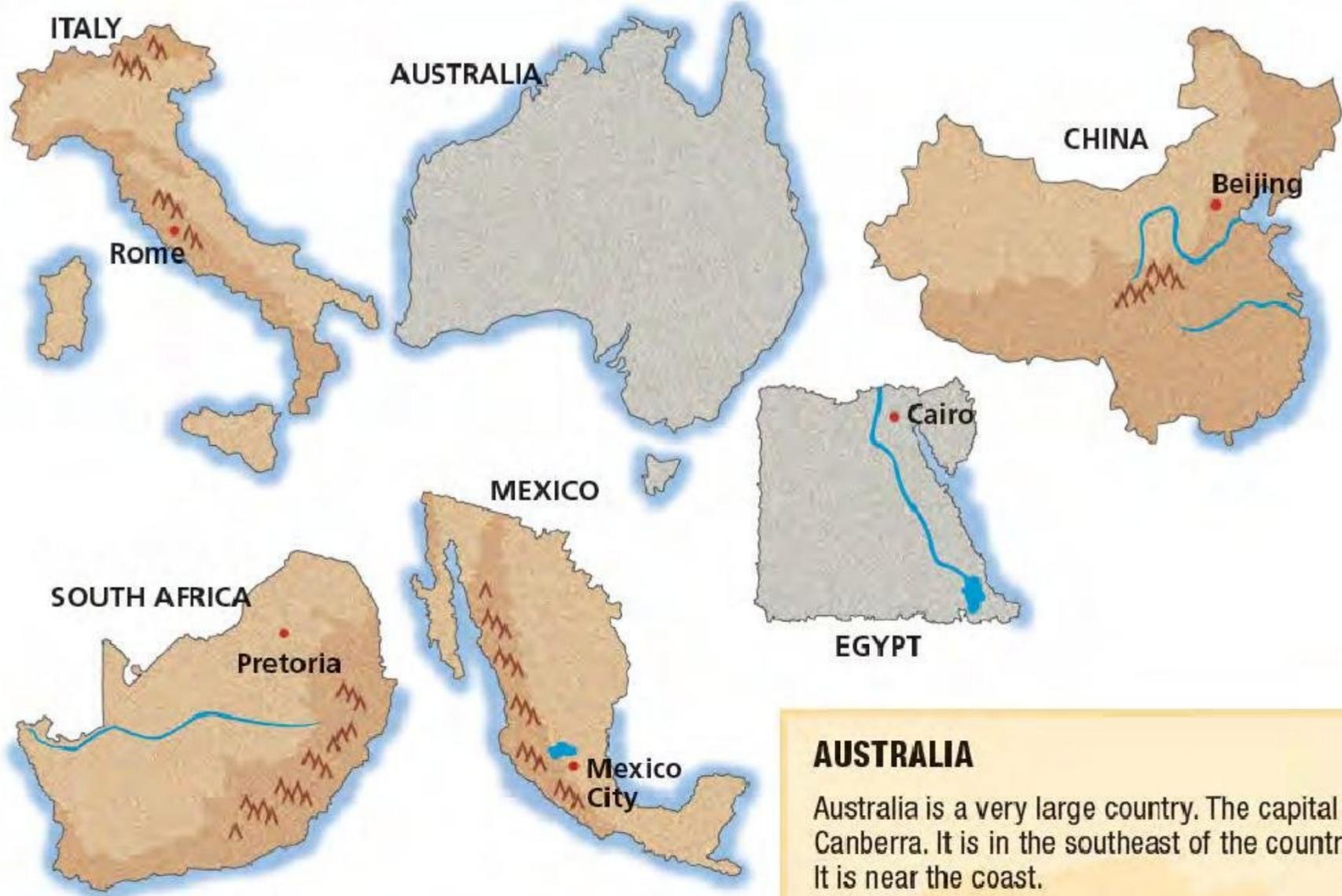
**F** There are mountains in the southeast. A large river starts in the mountains and goes to the coast in the west.

### Skills Check

#### Preparing to read

- Before you read a text, ask yourself: *What do I know about this subject?*
- Make some notes.

## Lesson 6: Reading



**A** Look at the maps. Answer the questions.

- 1 Which country is top left?
- 2 Which country is bottom centre?
- 3 Where is Egypt?
- 4 What about South Africa?

**B** Cover the maps. Where are the countries?

**C** Scan the text.

- 1 Find and underline the names.
- 2 What is the name? Is it a city, a mountain, ...?

**D** Read the text.

- 1 Draw mountains, etc., on the map of Australia.
- 2 Label the map.

**E** Work in pairs. Test each other on the information about the countries.

### AUSTRALIA

Australia is a very large country. The capital is Canberra. It is in the southeast of the country. It is near the coast.

There are several mountain ranges in Australia. The main mountains are on the southeast coast. They are called the Australian Alps. There are also mountains on the east coast. They are called the Great Dividing Range.

In the southeast of the country, there are two rivers. The Murray comes from the Great Dividing Range. The Darling comes from the Australian Alps. The rivers join and flow to the coast in the south.

In the centre of the country, there is a large lake. It is called Eyre. A river flows into the lake from the Great Dividing Range.

There is a large island called Tasmania in the southeast. On the south coast, there is a city. It is called Hobart.

### Skills Check

#### What is each name?

- Find and underline each name.  
Ask yourself: *What is this name?*

## Lesson 7: Writing

### A Two letters are missing from each row. ↓

- 1 What are the letters?
- 2 Read the Skills Check and check.
  - s\_\_th    m\_\_ntain    cl\_\_d    h\_\_r
  - t\_\_n    br\_\_n    d\_\_n    n\_\_
  - yell\_\_    sn\_\_    fl\_\_    kn\_\_

### Skills Check

#### Spelling Vowels (4): /aʊ/

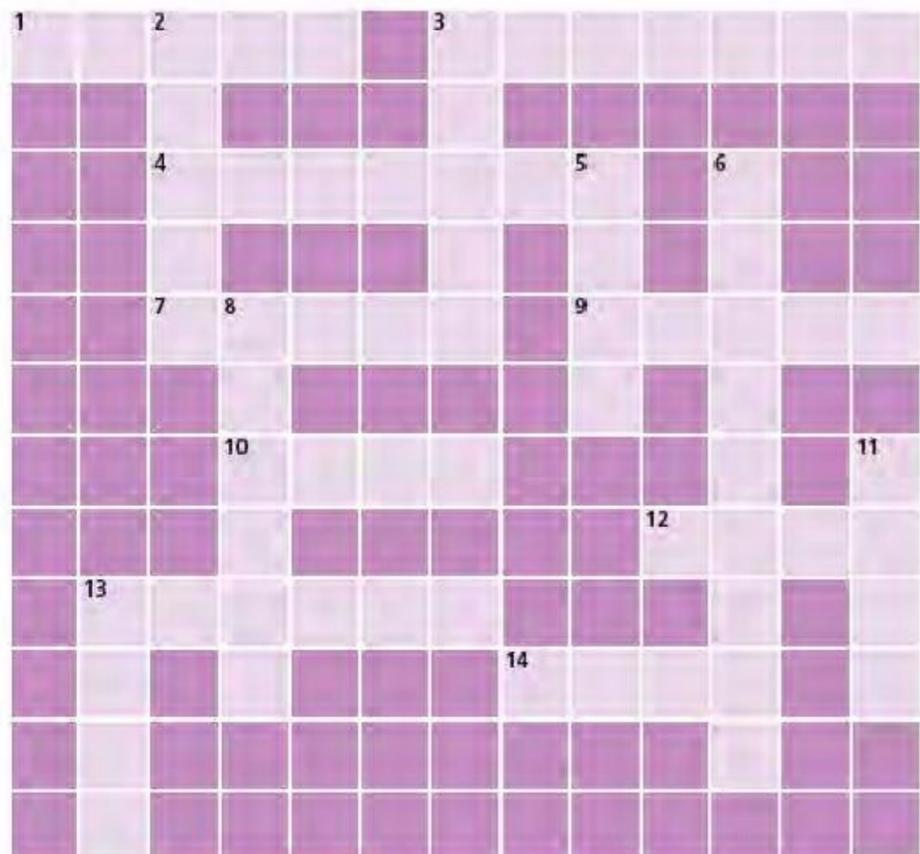
- We spell /aʊ/ with **ou** or **ow**.  
**Examples:** south town down brown
- Be careful! Some words with **ou** and **ow** have different sounds.  
**Examples:** yellow country

### B Do the crossword.

### C Complete the text. Use a preposition from the box for each space.

in    on    of    from    to

Egypt is a large country. The capital is Cairo. It is \_\_\_\_ the north \_\_\_\_ the country. The second largest city \_\_\_\_ Egypt is Alexandria. It is \_\_\_\_ the coast \_\_\_\_ the north. Cairo is \_\_\_\_ the River Nile. The Nile flows \_\_\_\_\_ a large lake \_\_\_\_ the south \_\_\_\_ the country. It flows \_\_\_\_ the north. The lake is called Nasser. There are mountains \_\_\_\_ the southeast \_\_\_\_ the country. They are called the Red Sea mountains.



### D Look at the boxes.

- 1 Number the boxes in order.
- 2 Copy the words to make sentences.

on the coast is . in the north  
there a city  
of the country there mountains  
are . in the south

#### Across

- 1 the opposite of *south*
- 3 Egypt, China, South Africa, etc.
- 4 a small town
- 7 the opposite of *left*
- 9 the opposite of *north*
- 10 the opposite of *right*
- 12 
- 13 not top, bottom, left or right
- 14 a large village

#### Down

- 2 
- 3 
- 5 the opposite of *west*
- 6 
- 8 
- 11 the opposite of *east*
- 13 a large town

### E Write three sentences about your country.

## Lesson 8: Writing

### A Do you need *is* or *are* in these sentences? Explain your answers.

- 1 There \_\_\_\_\_ two rivers in the east of China.
- 2 They \_\_\_\_\_ the Yangtze and the Yellow River.
- 3 The Yangtze \_\_\_\_\_ south of the Yellow River.
- 4 There \_\_\_\_\_ a range of mountains in the north of Italy.
- 5 The mountains in the north \_\_\_\_\_ called the Alps.
- 6 The Murray and the Darling \_\_\_\_\_ in the southeast of Australia.

### B Do you need an *s* with each verb?

- 1 The River Nile flow\_\_ from Lake Nasser in the north.
- 2 The Po start\_\_ in the Alps.
- 3 The Barcoo River end\_\_ in Lake Eyre.
- 4 Two rivers join\_\_ in the southeast of Australia.
- 5 They flow\_\_ to the west.
- 6 The Murray and the Darling join\_\_ and flow\_\_ to the west.

### C Read Skills Check 1. Check Exercises A and B.

### D Read Skills Check 2. Write sentences about the maps in Lesson 2. Use the two patterns.

### E Tick (✓) the sentences with correct word order.

- 1 There is in the south a lake.
- 2 There in the south a lake is.
- 3 There is a lake in the south.
- 4 In the south, there is a lake.
- 5 There a lake is in the south.

### F Add the information from the box to the correct sentences in Exercise E.

of Egypt    very large    called Nasser

### G Write a paragraph about your country. Use patterns from this lesson.

### Skills Check 1

#### Singular or plural verb?

- Singular subject = singular verb.  
Plural subject = plural verb.
- Ask yourself:  
*What is/are the subject(s) of my sentence?*
- The subject is usually **before** the verb.

#### Examples:

S	V
The Yangtze	is
They	are
The Po	starts
Two rivers	join

- But be careful!  
S is **after** V in *There* sentences.

There	V	S
There	is	a mountain range ...
	are	two rivers ...

- Singular + singular = plural!

#### Examples:

S	V
The Murray and the Darling	are ...
	join ...

### Skills Check 2

#### Sentence patterns (6)

- We can name something in a second sentence. **OR**
- We can give the name after the noun.

#### Examples:

What	Name
There is a lake.	It is called Nasser.
There is a lake.	<del>It is</del> called Nasser.

## Lesson 9: Vocabulary

**A** Look at the box below.

- 1 Find the pattern.
- 2 Write an example.

**Saying years**  
**1986**  
 = 19 86  
 = nineteen eighty-six

**B** Look at the box below.

- 1 Find the pattern.
- 2 Write an example.

**Saying thousands**  
**1,986**  
 = 1000, 900 and 86  
 = one thousand, nine hundred and eighty-six

**C** Look at the box below.

- 1 Find the pattern.
- 2 Write an example.

**Saying telephone numbers**  
**1986**  
 = 1 9 8 6  
 = one nine eight six

**D** Listen. Year, thousands or telephone number?

**E** Look at the wordsearch.

- 1 Find ten words connected with maps. Read or . Circle the words.
- 2 Copy each word.

r	d	v	i	l	l	a	g	e	y	y
l	g	s	o	u	t	h	g	r	t	f
m	g	c	c	t	r	p	t	i	q	m
j	o	k	o	e	o	n	c	d	k	y
r	m	u	v	a	u	w	n	k	m	h
t	i	i	n	o	s	a	n	t	t	z
n	r	g	c	t	l	t	s	t	b	g
b	o	p	h	s	a	e	l	a	k	e
k	a	r	i	t	w	i	g	l	f	r
m	v	t	t	d	c	e	n	t	r	e
l	e	f	t	h	h	e	a	s	t	j

**F** Read and match.

1 big	→	bottom
2 north		right
3 east	→	small
4 top		south
5 left		west

**G** What's next?

1	village	town	_____
2	morning	afternoon	_____
3	February	March	_____
4	Wednesday	Thursday	_____

village	

**H** Read the conversation. Write another conversation with the same pattern.

Are there any mountains in your country?  
 Yes, there are.  
 Where are they?  
 In the north.

## Lesson 10: Vocabulary



### A Read the list of words top left.

- 1 The word *door* is in the wrong place. Why?
- 2 Read Skills Check 1 and check.
- 3 Correct the list of words.

### B Read the list of words top centre.

- 1 Number the words in alphabetical order.
- 2 Write the words in alphabetical order in your notebook.

### C Think of words to complete the list top right.

### D Read the sentences in the box.

- Are there lakes in your country?
- There aren't factories in the town.
- Are there questions?
- Do you have brothers or sisters?
- We don't have lessons in the afternoon.
- There aren't clouds in the sky today.

- 1 One word is missing from each sentence. Which word? Where does it go?
- 2 Read Skills Check 2 and check.

### E Write one question and one negative sentence with the patterns in Exercise D.

### Skills Check 1

#### Alphabetical order (1)

- Information is often in alphabetical order, e.g., in:
  - dictionaries
  - encyclopedias
  - telephone directories.
- Make sure you know the English alphabet. Here are the first seven letters:

a b c d e f g

Say the letters in English.

### Skills Check 2

#### Using *any*

- We use **any** with plural nouns in:
  - questions
  - negative sentences.

#### Examples:

Are there **any** lakes in Italy?

There aren't **any** rivers in the north.

- We don't use **any** in the answer.

#### Examples:

Yes, there are ~~any~~.

No, there aren't ~~any~~.

- We don't use **any** with positive sentences.

#### Example:

There are ~~any~~ lakes in the east.

## Lesson 11: Grammar

**A** Read the sentences. Circle the correct word or phrase in each case.

1 Are there any mountains in your country?  
some

Yes, there are any.  
are.

2 Is there any river in the east?  
a

No, there isn't.  
it isn't.

There aren't any rivers in Saudi.  
are not

3	The Murray	is a are a	river.
4	There is	a large lake a lake large	called Victoria.
5	Do you live	in at	a village?
6	In the west	of from	the country ...
7	Paris is	on in	the River Seine.
8	London is not	in on	the coast.
9	Look at the	picture at picture on	the top.

**B** Read about Mexico.

- 1 Check any words in a dictionary.
- 2 Write notes in the *Mexico* column.

	Mexico	India
Capital		New Delhi (N.)
Mountains		north; Himalayas
Rivers		very large = Ganges; starts Himalayas; flows → E. coast
Lakes		no big lakes
Islands		small; Indian Ocean

The capital of Mexico is Mexico City. It is in the middle of the country.  
There are many mountains in Mexico. The largest are called Sierra Madre Oriental and Sierra Madre Occidental.  
Lake Chapala is a large lake in Mexico. Rio de Grande de Santiago starts in Lake Chapala and flows into the Pacific Ocean.  
There are many small islands around Mexico.



**C** Read the notes about India. Write about the country.

## Lesson 12: Grammar

**A** Look at Table 1.

- 1 Ask your partner questions about his/her country. Begin with *Are there ...?*  
You must get a negative answer!
- 2 Write one negative sentence about the country.

**B** Look at Table 2.

- 1 Complete the table.
- 2 Write three sentences about your country with the same pattern.

**C** Look at Table 3.

Rewrite each sentence. Use the second pattern.

- 1 There is a very long river.  
\_\_\_\_\_
- 2 There is a very small village.  
\_\_\_\_\_
- 3 There are very big factories.  
\_\_\_\_\_
- 4 There are very black clouds.  
\_\_\_\_\_

**D** Look at Table 4.

- 1 What are the rules?
- 2 Write one more example in each case.

**E** Look at Table 5. Can you see any patterns?

**F** Look at Figure 1. Make your own table for the prepositions of place.

Figure 1: *Prepositions of place*

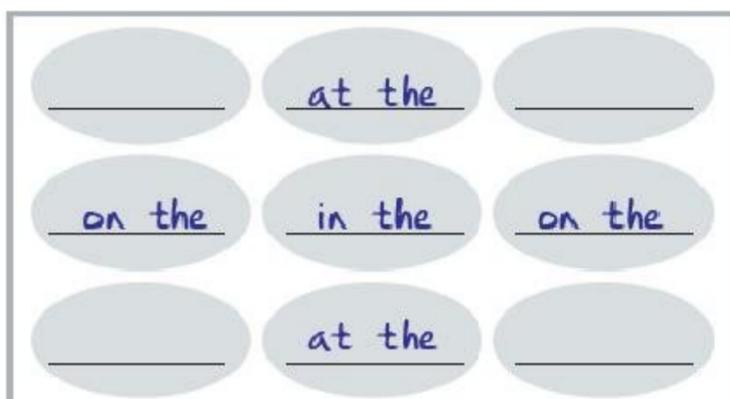


Table 1: *Sentence pattern 16*

Is	there	a	river	in	the south?
Are	there	any	mountains	in	your country?
Yes,	there	are.			
		is.			
No,	there	aren't.			
		isn't.			
There	isn't	a	river	in	the south.
	aren't	any	rivers	in	Saudi Arabia.

Table 2: *Sentence pattern 17*

The Po	_____	a river	in	Italy.
The Tiber	_____	rivers	in	Italy.
The Po and the Tiber	_____	rivers	in	Italy.

Table 3: *Adjectives (3)*

There	is	a	very	large	lake.
	are			high	mountains.
The lake	is		very	large.	
The mountains	are			high.	

Table 4: *Prepositions of place (2)*

Prep	Noun	Type of information
in	a village	places to live
in	a town	
in	a _____	
in	the north	points of the compass
in	the south	
in	the east	
in	the _____	

Table 5: *Prepositions of place (3)*

on	a	lake
on	a	river
on	an	island
on	the	coast

# REVISION 1

## Lesson 1: Listening

### A Listen and match.

1 2.8 Listen and match the extracts 1 – 5 with the unit headings.

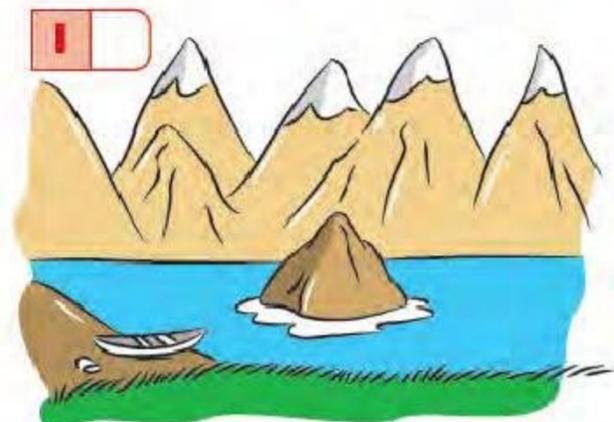
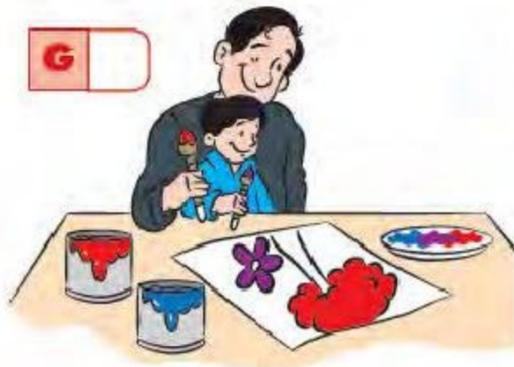
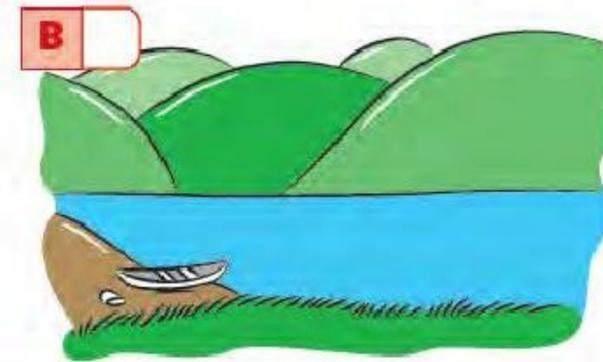
- Unit 1: **Education** extract \_\_\_\_\_
- Unit 2: **Daily Life** extract \_\_\_\_\_
- Unit 3: **Work and Business** extract \_\_\_\_\_
- Unit 4: **Science and Nature** extract \_\_\_\_\_
- Unit 5: **The Physical World** extract \_\_\_\_\_

2 2.9 Listen again and match each extract with the correct picture. Write the number of the extract in the box on the right.

### B 2.10 Listen and choose.

Listen again and tick (✓) the word or phrase you hear.

- |   |                      |                          |                    |                          |
|---|----------------------|--------------------------|--------------------|--------------------------|
| 1 | small town           | <input type="checkbox"/> | small company      | <input type="checkbox"/> |
| 2 | open your books      | <input type="checkbox"/> | close your books   | <input type="checkbox"/> |
| 3 | a photo              | <input type="checkbox"/> | a picture          | <input type="checkbox"/> |
| 4 | Is it your birthday? | <input type="checkbox"/> | It's my birthday   | <input type="checkbox"/> |
| 5 | mix red and yellow   | <input type="checkbox"/> | mix red and orange | <input type="checkbox"/> |



## Lesson 2: Listening

### A Listen and write.

1 2.11 Listen and write the numbers you hear. Write figures.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

2 2.12 Listen and write (C) correct or (W) wrong for each sum.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_

3 2.13 Listen and write the times you hear. Write figures and then a.m. or p.m.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

4 2.14 Listen and write the dates you hear. Write only a month and a figure.

1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_ 6 \_\_\_\_\_

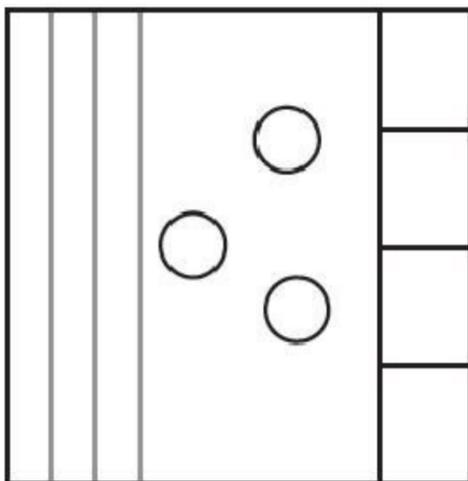
### B 2.15 Listen and choose.

1 Listen and tick (✓) the word that is described in each line.

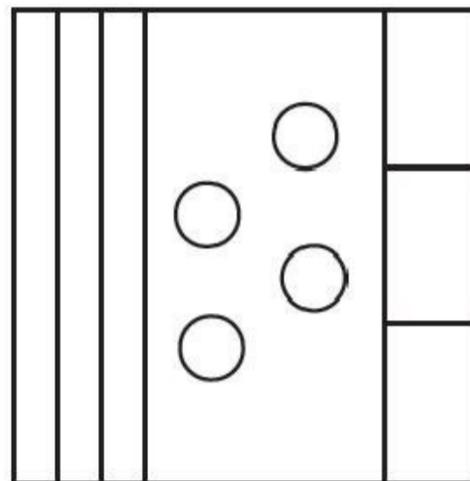
1	factory	<input type="checkbox"/>	hospital	<input type="checkbox"/>	office	<input type="checkbox"/>
2	January	<input type="checkbox"/>	February	<input type="checkbox"/>	December	<input type="checkbox"/>
3	Tuesday	<input type="checkbox"/>	Thursday	<input type="checkbox"/>	Friday	<input type="checkbox"/>
4	snow	<input type="checkbox"/>	water	<input type="checkbox"/>	hot	<input type="checkbox"/>
5	yellow	<input type="checkbox"/>	blue	<input type="checkbox"/>	white	<input type="checkbox"/>
6	a cloud	<input type="checkbox"/>	a lake	<input type="checkbox"/>	a rainbow	<input type="checkbox"/>
7	Wilkins	<input type="checkbox"/>	Williams	<input type="checkbox"/>	Watkins	<input type="checkbox"/>
8	Russia	<input type="checkbox"/>	India	<input type="checkbox"/>	The United States	<input type="checkbox"/>

### C 2.16 Listen and choose. Listen and tick (✓) the correct picture.

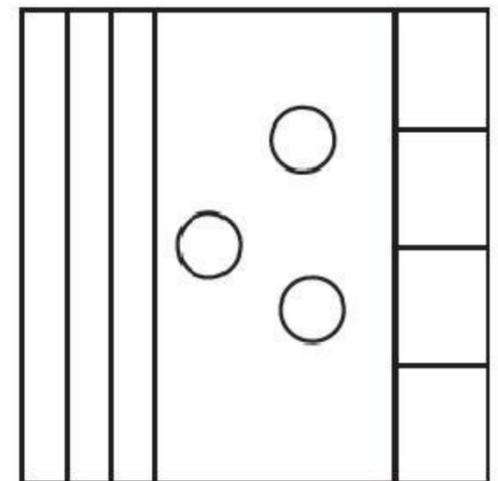
**A**



**B**



**C**



### D 2.17 Listen and answer the questions.

## Lesson 3: Speaking

**A** Look. Say what each thing or person is. Use *It's a/an ...*, *They're ...*, *He's a/an ...* or *She's a/an ...*.



**B** Ask and answer.

1 Make questions from the prompts.

- 1 How / spell / family / name?
- 2 How / old / you?
- 3 When / your / birthday?
- 4 What / city / you / from?
- 5 Is / big / city / small / town?
- 6 you / student?
- 7 Which / days / have / school?
- 8 What / time / lessons / begin?
- 9 What / want / be?
- 10 What / your / favourite / colour?
- 11 What / day / today?
- 12 What / date / today?



2 Ask and answer the questions with a partner.

**C** Say and choose.

Say these words to a partner and write them into the correct column. There are two words in each column.

pen ask top say she sand right cloud six country  
west time river one town eight father what east map

/ɪ/	/i:/	/e/	/ɒ/	/æ/

/ʌ/	/aʊ/	/eɪ/	/aɪ/	/ɑ:/

## Lesson 4: Vocabulary

### A Look.

- 1 Write the words and phrases in the box below under the correct heading. There are four words or phrases in each column.

colours a big city answer a question afternoon office on the coast  
 today job interview sun, clouds and snow morning open your books  
 evening pencils and pens factory rivers and lakes company  
 hot and cold students and teachers a small village circles and squares

Education	Daily Life	Work and Business
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Science and Nature	The Physical World
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 2 Write one more word or phrase that is important for you in each column.

### B Spell the words.

- 1 Write the seven days of the week.

\_\_\_\_\_

\_\_\_\_\_

- 2 Write the twelve months of the year.

\_\_\_\_\_

\_\_\_\_\_

- 3 Write six colours.

\_\_\_\_\_

### C Mark these words (N) noun, (V) verb or (A) adjective.

ask  wrong  country  new  water  learn

## Lesson 5: Reading

### A Before you read.

1 Look at the pictures and match them with the topics.

Daily Life / Work and Business

Science and Nature

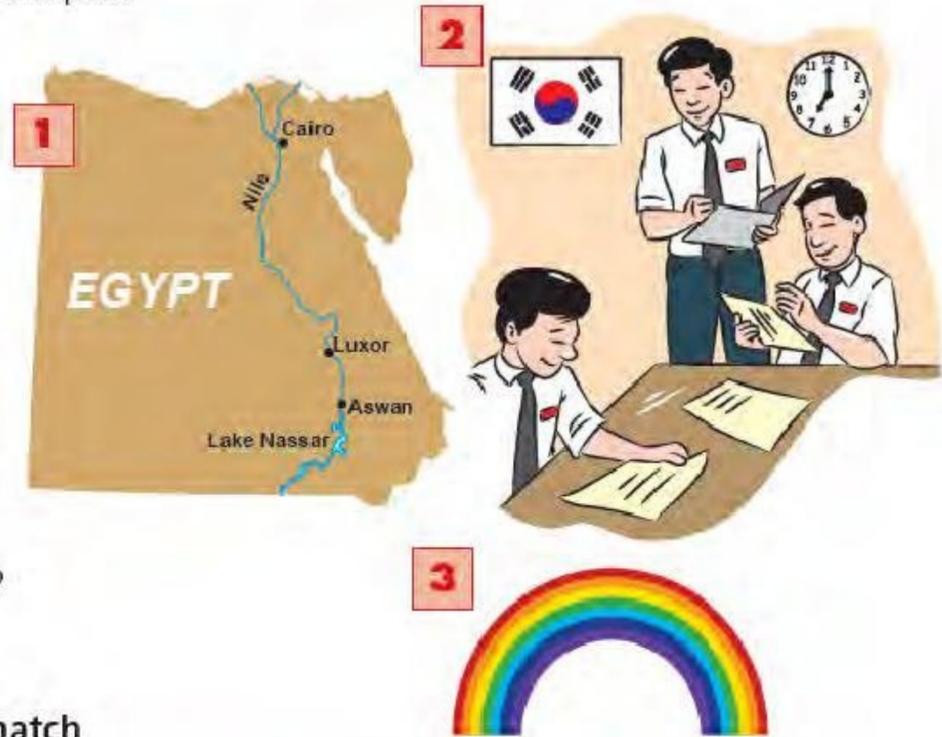
The Physical World

2 Answer these questions.

1 Which country does the map show?  
\_\_\_\_\_

2 Which country do the people work in?  
\_\_\_\_\_

3 How many colours are there in a rainbow?  
\_\_\_\_\_



### B Read and match. Read the three texts and match them with the pictures.

1 In South Korea, people work very long hours. They work more than people in any other ① \_\_\_\_\_ – about 45 hours a week or 2,390 hours every year. That is 34% more hours than people work in the United States. People start work at 8 a.m. and end the working day at 8 p.m. Many people go back to work after they have dinner in the ② \_\_\_\_\_. People work from Monday to Friday and then on ③ \_\_\_\_\_ too.

2 A rainbow is light that appears in the ④ \_\_\_\_\_ when the sun shines onto ⑤ \_\_\_\_\_ in the Earth's atmosphere. That is why we see a rainbow when it rains and then the sun comes out. A rainbow looks like an arc of many ⑥ \_\_\_\_\_ with red at the top and violet at the bottom. People talk about the seven colours of the rainbow – red, orange, yellow, green, blue, indigo and violet.

3 Egypt is a large country of 80 million people in the northeast of Africa. It is famous for its very old monuments like the Pyramids and the Sphinx. The north ⑦ \_\_\_\_\_ of Egypt is on the Mediterranean Sea and most of the east coast is on the Red Sea. A large part of the country is desert and many ⑧ \_\_\_\_\_ live very near to the River Nile. The large ⑨ \_\_\_\_\_ of Luxor, Alexandria and Aswan are on the Nile. The capital, Cairo, is in the north near the sea.

### C Now complete the texts with the words from the box.

people water cities country  
colours coast Saturday sky evening

## Lesson 6: Reading

**A** Work in pairs. What do you remember about the three texts from the last lesson?

**B** Read the texts again and write the answers. Find ...

- 1 the names of three countries \_\_\_\_\_
- 2 the name of a large part of the world (a continent) \_\_\_\_\_
- 3 the names of four cities \_\_\_\_\_  
\_\_\_\_\_
- 4 the name of a river \_\_\_\_\_
- 5 the names of two famous monuments \_\_\_\_\_
- 6 the names of two seas \_\_\_\_\_

**C** Read and speak.

Work in groups. Each student chooses one of the texts.  
Tell the other students what your text is about.

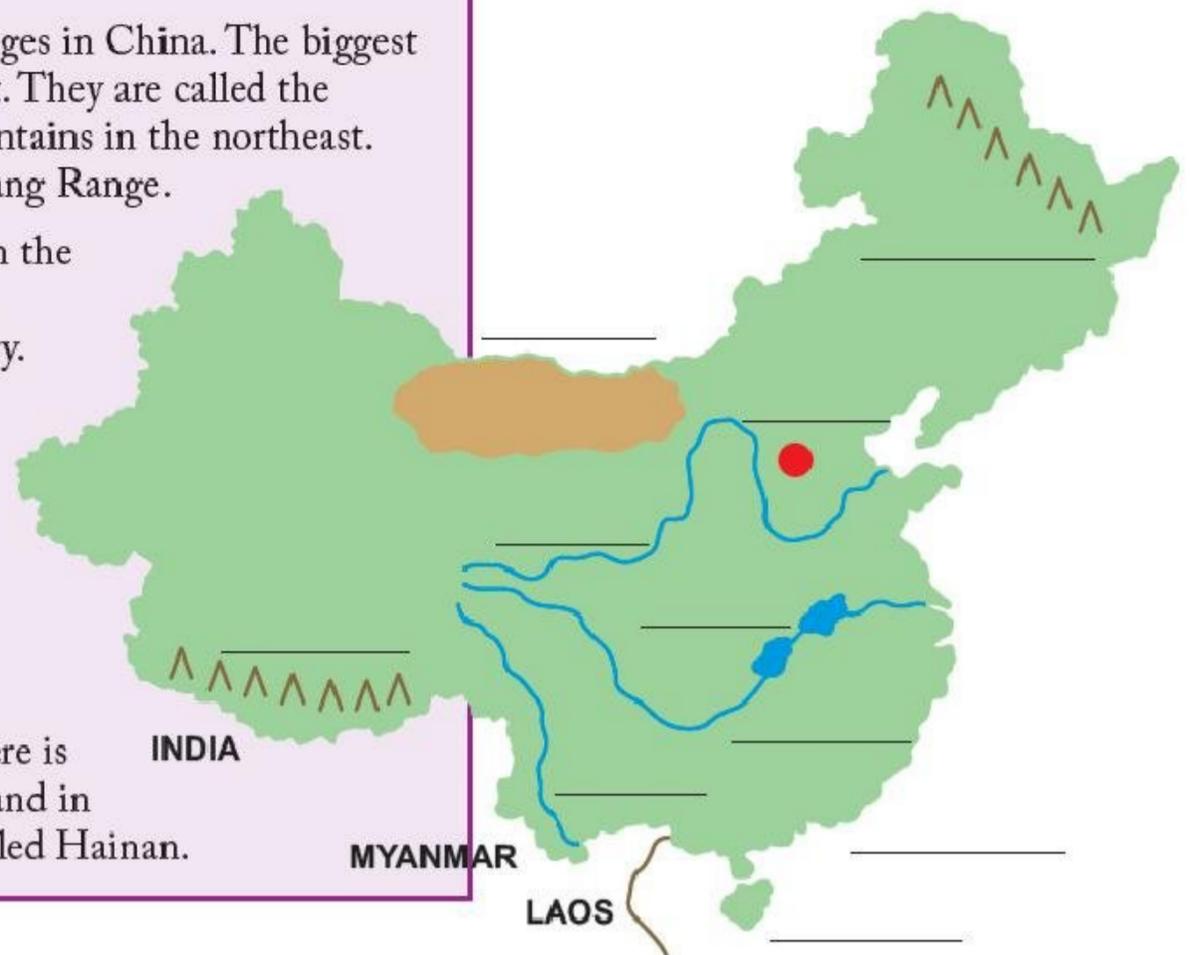
**D** Read this text about China. Label the map.

China is a very large country. The capital is Beijing. It is in the northeast of the country near the coast.

There are several mountain ranges in China. The biggest mountains are in the southwest. They are called the Himalayas. There are also mountains in the northeast. They are called the Xia Hinggan Range.

There are thousands of rivers in the country. They start in the high land in the centre of the country. The Yellow River flows to the coast near Beijing. The Yangtze flows to the coast near the city of Hong Kong and there are many lakes on it. The Mekong flows south into Laos and Vietnam.

In the north of the country, there is a large desert, called the Gobi and in the southwest a large island called Hainan.



## Lesson 7: Writing

### A Read and write.

1 Look at the answers in this conversation. Then write the questions.

a \_\_\_\_\_?

My name's Peter.

b What about \_\_\_\_\_?

That's Carter. I'm Peter Carter.

c \_\_\_\_\_ that?

C-A-R-T-E-R.

d \_\_\_\_\_?

I'm eighteen.

e \_\_\_\_\_?

I'm from Scotland. I live in Edinburgh. That's the capital.

f \_\_\_\_\_?

Yes, I am. I study engineering.

g \_\_\_\_\_ each day?

I have six lessons each day. They're from 9 a.m. to 4 p.m.

h \_\_\_\_\_?

I want to be an engineer like my father.

### B Correct the errors.

1 Read the text about working in South Korea. There are 4 spelling errors and 4 wrong prepositions. Correct them. Then check the text in Lesson 5.

In South Korea, peepke work very long hours. They work more than people at any other cuntry – about 45 hours a week or 2,390 hours every yeer. That is 34% more hours than people work in the United States. People start work on 8 a.m. and end the working day at 8 p.m. Many people go back to work after they have dinner on the evening. People work from Monday for Friday and then on Saterdag too.

2 Put the capital letters back into the text about Egypt. Then check the text in Lesson 5.

egypt is a large country of 80 million people in the northeast of africa. it is famous for its very old monuments like the pyramids and the sphinx. the north coast of egypt is on the mediterranean sea and most of the east coast is on the red sea. a large part of the country is desert and many people live very near to the river nile. the large cities of luxor, alexandria and aswan are on the nile. the capital, cairo is in the north near the sea.

## Lesson 8: Grammar

### A Work in pairs.

- 1 Tick (✓) the correct sentences and cross (✗) the wrong sentences.
- 2 Write the incorrect sentences correctly on the lines below.

- |    |  |                          |
|----|--|--------------------------|
| 1  | I'm from English.                              | <input type="checkbox"/> |
| 2  | Have you lessons on Friday?                    | <input type="checkbox"/> |
| 3  | Lessons begin at 9.00 a.m. each day.           | <input type="checkbox"/> |
| 4  | Martina works at Glendale Hospital.            | <input type="checkbox"/> |
| 5  | When time do you start work?                   | <input type="checkbox"/> |
| 6  | Schools starts in September.                   | <input type="checkbox"/> |
| 7  | Leon is 21 years old and he comes from Mexico. | <input type="checkbox"/> |
| 8  | My father is doctor.                           | <input type="checkbox"/> |
| 9  | Is there a tree in your picture?               | <input type="checkbox"/> |
| 10 | What does this word mean?                      | <input type="checkbox"/> |
| 11 | Is it a river in your hometown?                | <input type="checkbox"/> |
| 12 | Why changes the colour of the sky?             | <input type="checkbox"/> |
| 13 | Are there in your country any large lakes?     | <input type="checkbox"/> |
| 14 | It is a large city in the north of my country. | <input type="checkbox"/> |
| 15 | Do you live in a city or a small town?         | <input type="checkbox"/> |
| 16 | There are two factories very big.              | <input type="checkbox"/> |
| 17 | London is on the River Thames.                 | <input type="checkbox"/> |
| 18 | Sweden is a country at the north in Europe.    | <input type="checkbox"/> |

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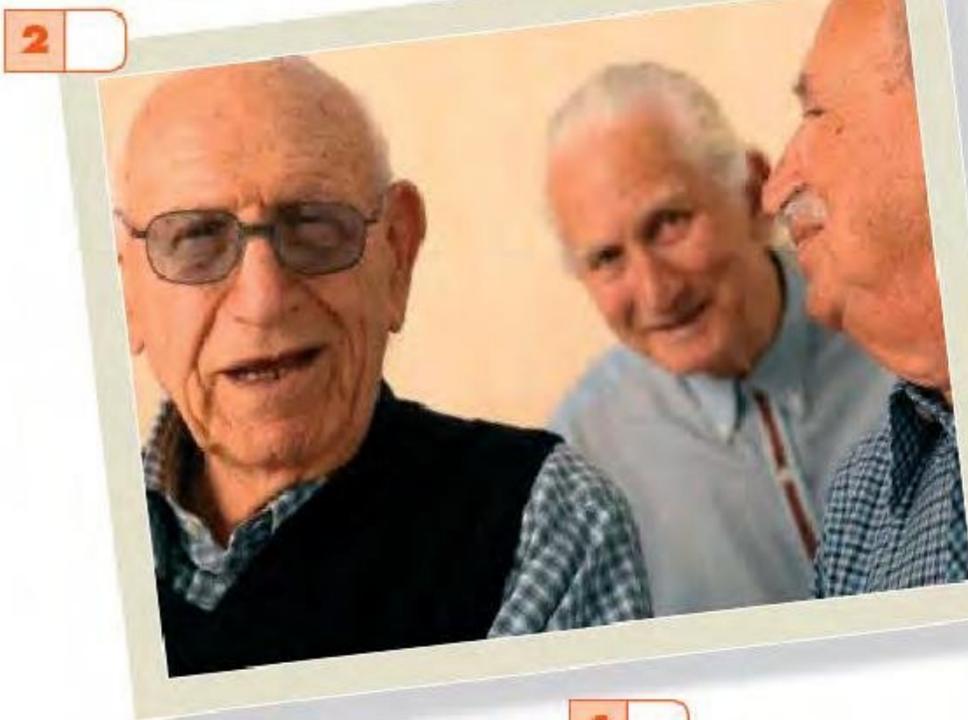
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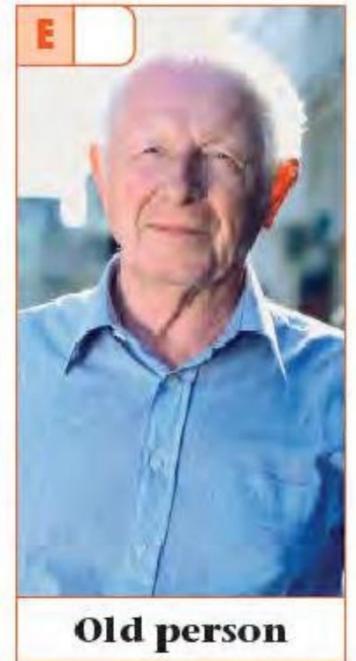
# UNIT 6 Culture and Civilization

## Lesson 1: Listening



- A 2.18 Listen and point.
- B 2.19 Listen and find.
- C Listen and answer.
- D 2.20 Listen. True or false?
- E Right or wrong?  
Listen and check.

## Lesson 2: Listening



**A** Look. ↑

- 1 🎧 2.21 Listen and number.
- 2 🎧 2.22 Listen and answer.
- 3 Cover and remember.

**B** Look and read.

- 1 Match. ↓
- 2 🎧 2.23 Listen and check.
- 3 Ask and answer.

What do you have for *baby*?

0 to 2.

I do, too.

Age	
100	<input type="radio"/> adult
90	
80	
70	<input type="radio"/> old person
60	
50	
40	<input type="radio"/> baby
30	
20	
15	<input type="radio"/> child
10	
5	
0	<input type="radio"/> teenager

### Skills Check 1

#### Revision

men female women child teenager male  
 peeple children friend baby

Write each word under the correct vowel sound.

/e/	/ɪ/	/i:/	/aɪ/	/eɪ/
(ten)	(six)	(three)	(five)	(eight)

🎧 2.24 Listen and check.

### Skills Check 2

#### Hearing /æ/

🎧 2.25 Listen. Tick (✓) the words with /æ/.

adult	<input type="checkbox"/>	male	<input type="checkbox"/>
ask	<input type="checkbox"/>	lake	<input type="checkbox"/>
last	<input type="checkbox"/>	woman	<input type="checkbox"/>
can	<input type="checkbox"/>	man	<input type="checkbox"/>
can't	<input type="checkbox"/>	map	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	village	<input type="checkbox"/>

## Lesson 3: Speaking



**A** Look at the photographs. How many ...

- |          |             |            |
|----------|-------------|------------|
| 1 women? | 4 boys?     | 7 babies?  |
| 2 men?   | 5 adults?   | 8 males?   |
| 3 girls? | 6 children? | 9 females? |

**B** 2.26 Listen. Which photograph is it?

That's number 3.

Yes, I agree.

I think it's number 1.

Do you? I don't.  
I think it's  
number 6.

**C** Work in pairs.

- 1 Talk about each photograph. What can you see?
- 2 Choose a photograph. Describe it. Can your partner identify the photograph?

## Lesson 4: Speaking



**A** You will hear a conversation about words.

- 1 2.27 Look at the conversation and listen.
- 2 Ask the questions.

**B** Work in pairs. Ask and answer.

**C** Read Skills Check 1. How do you ask about ...

- |                  |            |
|------------------|------------|
| 1 spelling?      | 3 stress?  |
| 2 pronunciation? | 4 meaning? |

**D** Where is the stress in these words? ↓

- 1 Say the words in your head.
- 2 Mark the stress.
- 3 2.28 Listen and check your answers.
- 4 Look the words up in a dictionary and check.

Syllables	
1st	2nd
a	dult
peo	ple
wo	man
wo	men

Syllables	
1st	2nd
chil	dren
ba	bies
per	son
cul	ture

**E** Look back through this book. Ask and answer about words.

### Skills Check 1

#### Asking about new words

- |                 |  |
|-----------------|--|
| • spelling      | How do you <b>spell</b> ...?             |
| • pronunciation | How do you <b>say</b> this word?         |
| • stress        | Where is the <b>stress</b> in this word? |
| • meaning       | What does ... <b>mean</b> ?              |

### Skills Check 2

#### The letter a

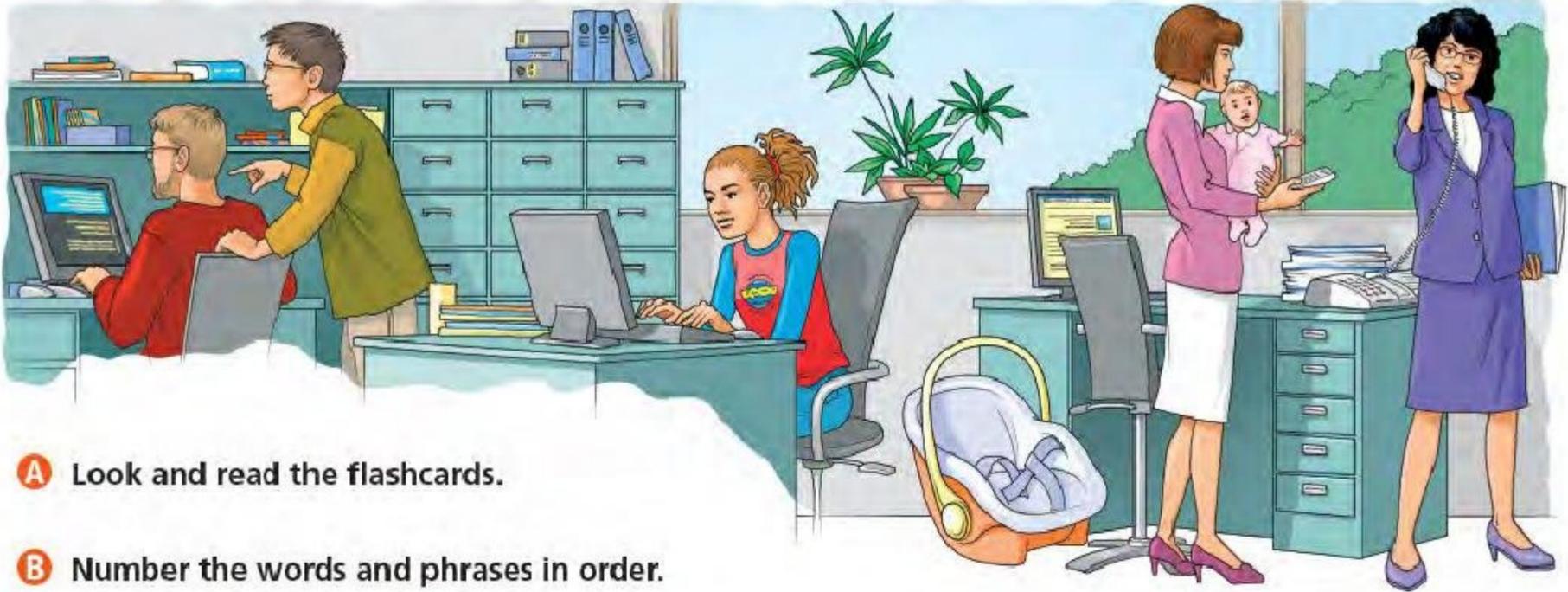
- This letter makes many vowel sounds.

**Examples:**

man map has have adult  
last ask answer start  
say day way date name

Learn the sound of a in a new word.

## Lesson 5: Reading



- A** Look and read the flashcards.
- B** Number the words and phrases in order.

adult     baby     old person   
 young adult     child     young baby   
 young child     teenager

- C** In your culture, when does ...
  - 1 a baby become a child?
  - 2 a child become an adult?
  - 3 a person become old?
- D** Write each word from the box in the correct place in the table.

~~male~~   ~~adult~~   boy   child  
 girl   man   woman   female

	male	
adult		

- E** Read the text. ➡
  - 1 Circle the names.
  - 2 Box the other nouns.
  - 3 Join the names to the other nouns.
- F** Look at the picture. Name each person. ↑

I work for an international company. There are five people in my office, three women and two men. They come from different countries. Angela is the manager. She is about 45. She is from Spain. Monique is the accountant. She is about 30. She is from France. She has a new baby. He is called Pascal. He is about 3 months old. Anna is a typist. She is still a teenager. She is about 18. She is from Italy. The two men are Brian and Dave. They are computer programmers. Brian is about 40. Dave is the same age as Anna. Brian is from Canada and Dave is from the USA.

## Lesson 6: Reading

- A** When can you do these things in your country?
- 1 leave school
  - 2 leave home
  - 3 drive a car
  - 4 get married
- B** When can you do the things in Exercise A in Britain? Scan the text and find the answers. →
- C** There is a picture for each of these words.
- law  school
- pet  newspaper
- moped  vote
- lorry  adopt
- 1 Find each word in the text. Is it a noun or a verb? Write N or V.
  - 2 Join each word to a picture.
  - 3 Cover the text. Ask and answer about the words above.
  - 4 Check your ideas in a dictionary.
- D** What can you do in Britain at your age? Can you ...
- 1 drive?
  - 2 open a bank account?
  - 3 buy a pet?
  - 4 ride a moped?
- E** Work in pairs. Test each other on the information in the text.

### Skills Check

#### Scanning for specific information

- You can sometimes find a word or phrase in a text quickly without reading the whole text.
- Write the information you want to find, then look for that phrase in the text.



## Know the Law!

What can you do at your age in Britain, according to the law? Use our easy guide to find out.

At **12** • You can buy a pet.



At **13** • You can get a part-time job. You can only do light work. For example, many children deliver newspapers.



At **14** • You can work in a shop or a supermarket. For example, some children stack shelves.



At **16** • You can leave school.  
• You can leave home.  
• You can ride a moped.



At **17** • You can drive a car.

At **18** • You can vote.  
• You can marry.  
• You can have a credit card.



At **21** • You can drive a lorry.  
• You can adopt a child.



## Lesson 7: Writing

### A One letter is missing from each row. ↓

- 1 What is the letter?
- 2 Read the Skills Check and check.
  - \_\_dult wom\_\_n b\_\_by teen\_\_ger
  - m\_\_n wom\_\_n fri\_\_nd p\_\_rson
  - ch\_\_ld ch\_\_ldren fr\_\_end r\_\_ght

### B Do the crossword.

### C Complete the text. Use a preposition from the box for each space.

for in on at from to before after

You can get a job \_\_\_\_\_ Britain \_\_\_\_\_ 13, but there are many laws. You cannot work \_\_\_\_\_ seven \_\_\_\_\_ the morning, or \_\_\_\_\_ seven \_\_\_\_\_ the evening \_\_\_\_\_ a school day. Children go \_\_\_\_\_ school \_\_\_\_\_ Britain \_\_\_\_\_ Monday \_\_\_\_\_ Friday. You can only work \_\_\_\_\_ two hours \_\_\_\_\_ a school day. You can only work for five hours \_\_\_\_\_ Saturday and two hours \_\_\_\_\_ Sunday.

### D Look at the boxes. ↓

- 1 Number the grey boxes in order.
- 2 Where can you put the phrases in the green boxes – before, after or in the centre of the sentence?
- 3 Copy the words to make sentences.

can school children leave

at 16

in Britain

### E Write three sentences about your country in the same way. Use different patterns.

### Skills Check

#### Spelling with a, e, i

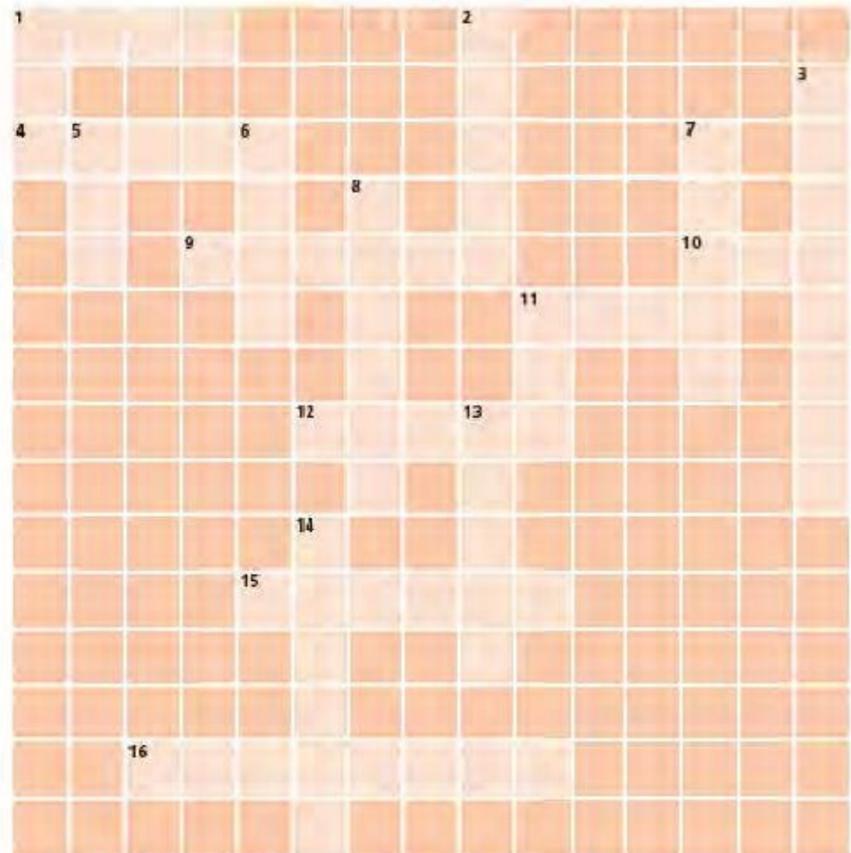
- One letter = many sounds.

#### Examples:

a man baby woman was grass

e men person she they

i child children right



- Across**
- 1 under 2 years old
  - 4 the opposite of *old*
  - 9 a person that you like
  - 10 the plural of *man*
  - 11 boy or man
  - 12 the opposite of *man*
  - 15 girl or woman
  - 16 the plural of *child*
- Down**
- 1 a male child
  - 2 aged 2 to 13
  - 3 aged 13 to 19
  - 5 the opposite of *young*
  - 6 a female child
  - 7 the plural of *woman*
  - 8 a man, woman, boy or girl
  - 11 a male adult
  - 13 not a child
  - 14 the plural of *person*

## Lesson 8: Writing

**A** There is one mistake in each sentence. Find it and correct it.

- 1 In Britain, childs do not go to school on Saturday and Sunday.
- 2 There are three mans in my office.
- 3 How many womans can you see in the picture?
- 4 A lot of persons in Britain don't smoke.

**B** Read Skills Check 1 and check.

**C** Study this sentence.

Teenagers can leave school at 16.

- 1 Find and underline the nouns.
- 2 What can we call the first noun? What about the second noun?
- 3 What can we replace the first noun with?
- 4 Read Skills Check 2 and check.

**D** Study the text.

- 1 How many sentences are there in the text?
- 2 Mark each subject with an S.
- 3 Mark each object with an O.

In Britain, children can work at 14. Many children have jobs. Some children work in shops or deliver newspapers. At 16, children can leave school. They can also leave home. Teenagers can ride a moped at 17, and drive a car at 18. Children become adults in Britain at 18. They can vote, marry and have a credit card.

**E** Write a paragraph about your country. Use patterns from this lesson.

### Skills Check 1

#### Irregular plurals

- Most nouns in English are regular. The plural is noun + s / es / ies.
- However, some nouns have irregular plurals. You must learn them!

**Examples:**

Singular	Plural
child	children
man	men
woman	women
person	people

### Skills Check 2

#### Subject and object

- All verbs need a **subject**.

**Examples:**

Subject	Verb	Other
Teenagers	can	work in a shop.
They		vote at 18.

- Many verbs need an **object**, too.

**Examples:**

Subject (S)	Verb (V)	Object (O)
Teenagers	can	have a job.
They		leave school.

- **S** and **O** = **nouns** or **pronouns**.
- Often **S** = **people** and **O** = **things**.

### Skills Check 3

#### Joining sentences (1)

Study these sentences.

Teenagers can ride a moped at 17.

Teenagers can drive a car at 18.

- We can join sentences with the same S, but different V (and O), like this.

Teenagers can ride a moped at 17, and ~~Teenagers~~ ~~can~~ drive a car at 18.

## Lesson 9: Vocabulary

**A** What is the connection between these words? Complete each word.

- |           |           |
|-----------|-----------|
| 1 o__     | 6 si__    |
| 2 t__     | 7 se_____ |
| 3 th_____ | 8 ei_____ |
| 4 fo__    | 9 ni__    |
| 5 fi__    | 10 t__    |

**B** Listen. Write the numbers as words.

**C** Look at the wordsearch. 

- Find 12 words connected with people.  
Read ,  or . **Circle** the words.
- Copy each word.

**D** Read and match.

- |         |        |
|---------|--------|
| 1 adult | female |
| 2 male  | girl   |
| 3 man   | woman  |
| 4 boy   | young  |
| 5 old   | child  |
- 

**E** What's next?

- |          |           |       |
|----------|-----------|-------|
| 1 baby   | child     | _____ |
| 2 city   | town      | _____ |
| 3 August | September | _____ |
| 4 Friday | Saturday  | _____ |
| 5 third  | second    | _____ |
| 6 south  | southwest | _____ |
| 7 minute | day       | _____ |
| 8 week   | month     | _____ |

**F** Read the conversation. Write another conversation with the same pattern.

When can you drive a car in your country?	Sorry? How old?
When you are 18.	Eighteen.

### Skills Check

#### Reading and writing numbers

- We **often** write the numbers 1 to 10 as words in a sentence.

**Examples:**

There are **three** main rivers in my country.  
You can get **nine** marks in this test.

- We **must** write a number as a word at the beginning of a sentence.

**Examples:**

**Eight** people live in my house.  
**Twenty-six** people work in my office.

You must learn to read and write small numbers as words.

t	y	y	l	t	f	e	m	a	l	e
b	e	t	m	q	b	o	y	p	y	z
k	n	e	c	p	e	o	p	l	e	y
h	c	v	n	n	q	l	l	j	c	g
d	m	h	e	a	n	w	d	t	n	c
t	n	m	i	o	g	n	o	u	v	t
m	o	b	s	l	e	e	o	m	l	t
w	n	r	n	i	d	y	r	u	a	m
d	e	w	r	o	z	r	d	t	q	n
p	v	f	r	l	l	a	e	w	m	c
g	i	r	l	n	g	d	n	n	b	p

female	

## Lesson 10: Vocabulary

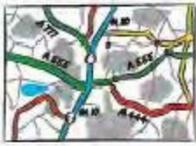
### A Study the words.

1 Match the two words

1	village	friend
2	week	hall
3	road	day
4	town	carrier
5	girl	map
6	people	centre

2 Which do you think we write as one word?

3 Label the three pictures.



### B Read these sentences about children in Britain.

- A few children work in shops.
- Children can leave school at 16.
- Many children deliver newspapers before school.
- Some girls look after young brothers or sisters.
- Most boys study cooking at school.

1 Read Skills Check 2.

2 Number the sentences above in order. Explain your answer.

### C Complete each sentence with something true about your country.

- 1 Children ...
- 2 Most children ...
- 3 Many children ...
- 4 Some children ...
- 5 A few children ...

### Skills Check 1

#### Collocation (3)

- Some collocations produce new words.

**Example:**  
Mountain bike



- Sometimes two words combine to make one word.

**Example:**  
black + board = blackboard

### Skills Check 2

#### Using plural nouns

Study this sentence.

**Children** can leave school at 16 in Britain.

The plural noun in this case means 'all' or '100%'.

- We can suggest other quantities with:

Most children	75–80%
Many children	a large number
Some children	20–25%
A few children	10–15%

## Lesson 11: Grammar

**A** Read the sentences. **Circle** the correct word or phrase in each case.

1	Most adults go	by car to work. to work by car.	
2	Children can	a job have have a job	at 13.
3	Many children have	jobs. a job.	
4	Can	vote teenagers teenagers vote	in your country?
5	Yes, they	can vote. can.	
6	When	children can can children	leave school?
7	How	do you you	say this word?
8	What do you	this thing call? call this thing?	
9	There are	in my office five people. five people in my office.	
10	Dave is the	same age age same	as Brian.

**B** Read about Algeria. Complete the column with the correct ages.

	Algeria	Turkey
Get a job		13
Leave school		14
Marry		17 (M) 15 (F)
Drive		18
Vote		18

In Algeria, teenagers can get a job and leave school at 16. Males can marry at 21, but females can marry at 18. People can drive and vote at 18.



**C** How can you join two short sentences ...

- 1 with *and*?
  - a Teenagers can get a job at 16.
  - b Teenagers can leave school at 16.
- 2 with *but*?
  - a Males can marry at 21.
  - b Females can marry at 18.



**D** Read the notes about Turkey in Exercise B. Write a paragraph in your notebook.

## Lesson 12: Grammar

### A Look at Table 1.

- 1 Complete the table.
- 2 Write three sentences about your country with the same pattern.

### B Look at Table 2.

- 1 Complete the table.
- 2 Write three sentences about your country with the same pattern.

### C Look at Table 3.

- 1 Ask your partner questions about his/her country. Begin with *Can...?* You must get a negative answer!
- 2 Write one negative sentence about the country.

### D Look at Table 4.

- 1 Where does the noun go? Tick (✓) the correct place.

- before the modal
- after the infinitive
- between the modal and the infinitive

- 2 Write three questions for your partner.
- 3 Answer your partner's questions.

### E Look at Table 5.

- 1 Find ...
  - the question words
  - the pronoun
  - the infinitives
  - the objects
- 2 Ask and answer about words in this theme.

Table 1: Sentence pattern 18

S	V	Prep	Noun	Other
Children	can work	_____	a shop	at 14.
Many students	live	_____	home	until they marry.
Most adults	go	_____	work	by car.

Table 2: Sentence pattern 19

S	V	O	Other
Children	can leave	_____	at 16.
A few teenagers	have	_____	at 18.
Most people	stop	_____	at 65.

Table 3: Sentence pattern 20

Modal	Noun	Infinitive	Other	
Can	teenagers	vote	in your country	?
	children	work	in a shop	
	people	stop	work at 60	

Yes,	they	can.
No,		can't.

Table 4: Sentence pattern 21

Q word	Modal	Noun	Inf	Other	
When	can	people	vote	in your country	?
Where			work	before 13	
What			do	at 16	

Table 5: Sentence pattern 22

How	do	you	say	this word	?
What			spell	people	
			call	this thing	

**UNIT 7** Technology

**Lesson 1: Listening**

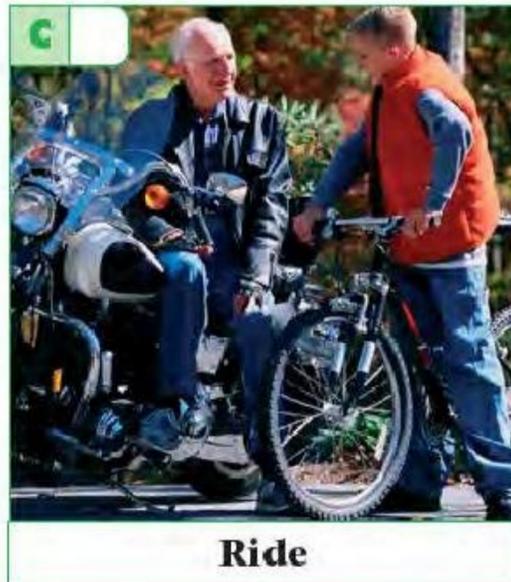


**Table 1: How do people get to work in New Zealand?**

Method	Number	%
		
		
		
		
		
		
others		
<b>Total</b>	1,231,000	

- A**  2.29 Listen and point.
- B**  2.30 Listen and complete the table.
- C** Listen and answer.
- D**  2.31 Listen. True or false?
- E** Listen and check.

## Lesson 2: Listening



**A** Look.

- 1 2.32 Listen and number.
- 2 2.33 Listen and answer.
- 3 Cover and remember.

**B** Look at Table 2.

- 1 Think and predict.
- 2 2.34 Listen and check.
- 3 Ask and answer.

What speed do you have for *plane*?

I do, too. What date do you have?

Really? I have the twenty-eighth of March.

7,692.66.

The twenty-eighth of February, 2004.

Table 2: Record speeds

	Speed (in kph)	Date
plane		
car		
motorbike		
train		
bicycle		

Source: Guinness World Records 2005

268.83
1,227.98
43.67
674.28
515.30
7,692.66
518.45

18/05/90
15/10/97
3/10/95
24/09/67
14/07/90
28/03/04
10/06/84

### Skills Check 1

#### Predicting information

- Before you listen to a lecture, think:  
*What is the lecturer going to say?*

### Skills Check 2

#### Revision

bicycle drive fly plane sail ship  
street train track motorbike

Write each word under the correct vowel sound.

/ɪ/	/i/	/aɪ/	/æ/	/eɪ/
(six)	(tree)	(five)	(map)	(date)

2.35 Listen and check.

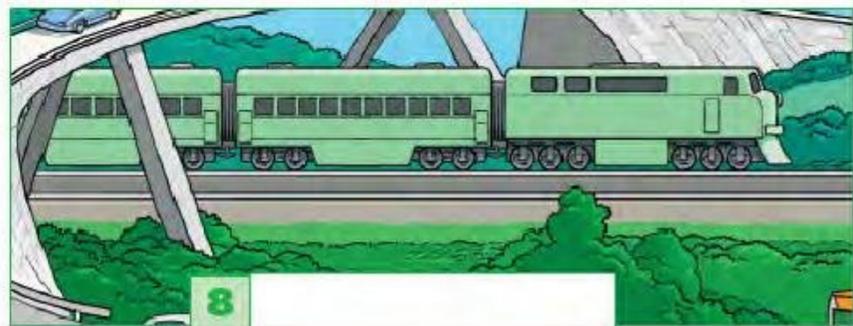
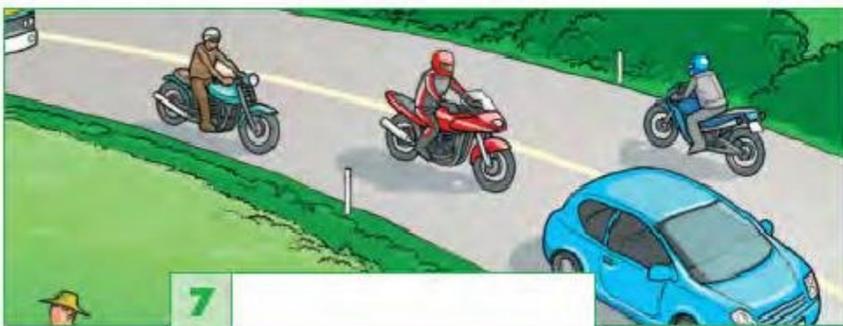
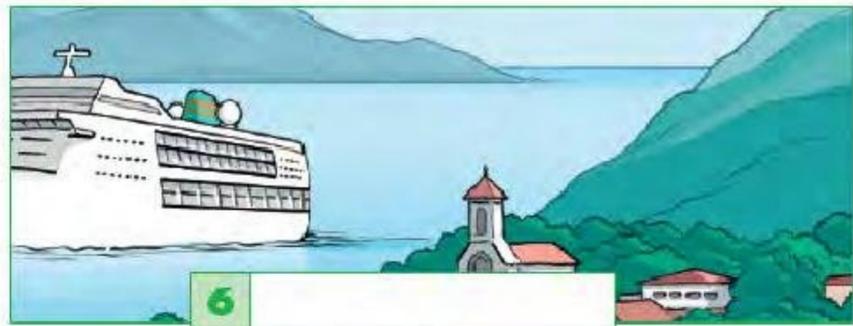
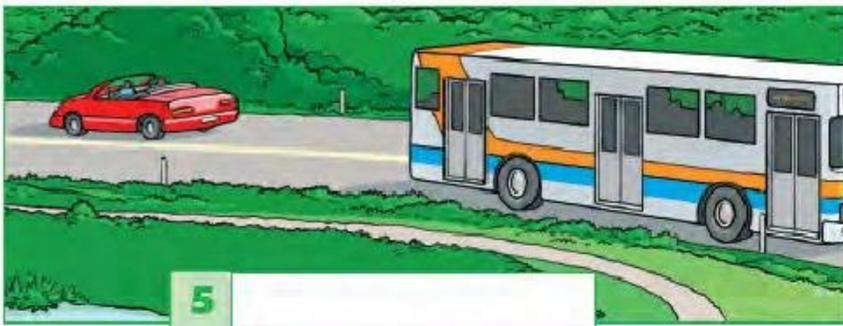
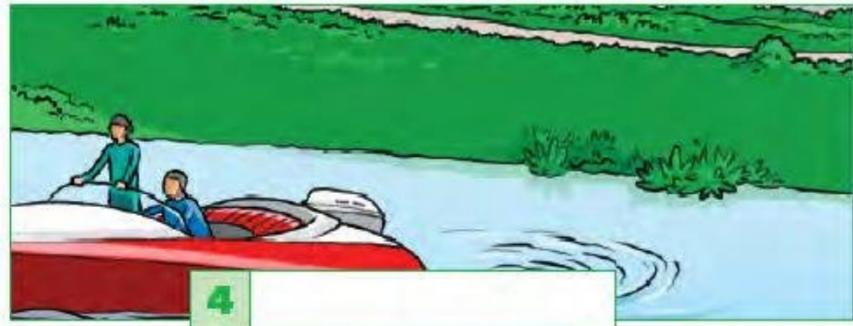
### Skills Check 3

#### Hearing /əʊ/

2.36 Listen. Tick (✓) the words with /əʊ/.

boat	<input checked="" type="checkbox"/>	goes	<input type="checkbox"/>	no	<input type="checkbox"/>
do	<input type="checkbox"/>	motor	<input type="checkbox"/>	now	<input type="checkbox"/>
does	<input type="checkbox"/>	home	<input type="checkbox"/>	road	<input type="checkbox"/>
don't	<input type="checkbox"/>	how	<input type="checkbox"/>	phone	<input type="checkbox"/>
go	<input type="checkbox"/>	know	<input type="checkbox"/>	long	<input type="checkbox"/>

## Lesson 3: Speaking



**A** Look. ↑

- 1 Name the things.
- 2 Where is each thing?

**B** 🎧 2.37 Listen. What is it?

**C** Read and listen to the conversation.

- 1 🎧 2.38 Listen.
- 2 🎧 2.39 Listen and answer.

**D** Work in pairs.

- 1 Ask and answer. Give true information.
- 2 Talk about your partner.



how / college ?



how  ?



!

how  ?

10k but ...

## Lesson 4: Speaking

Figure 1: How do people get to work in Melbourne, Australia?

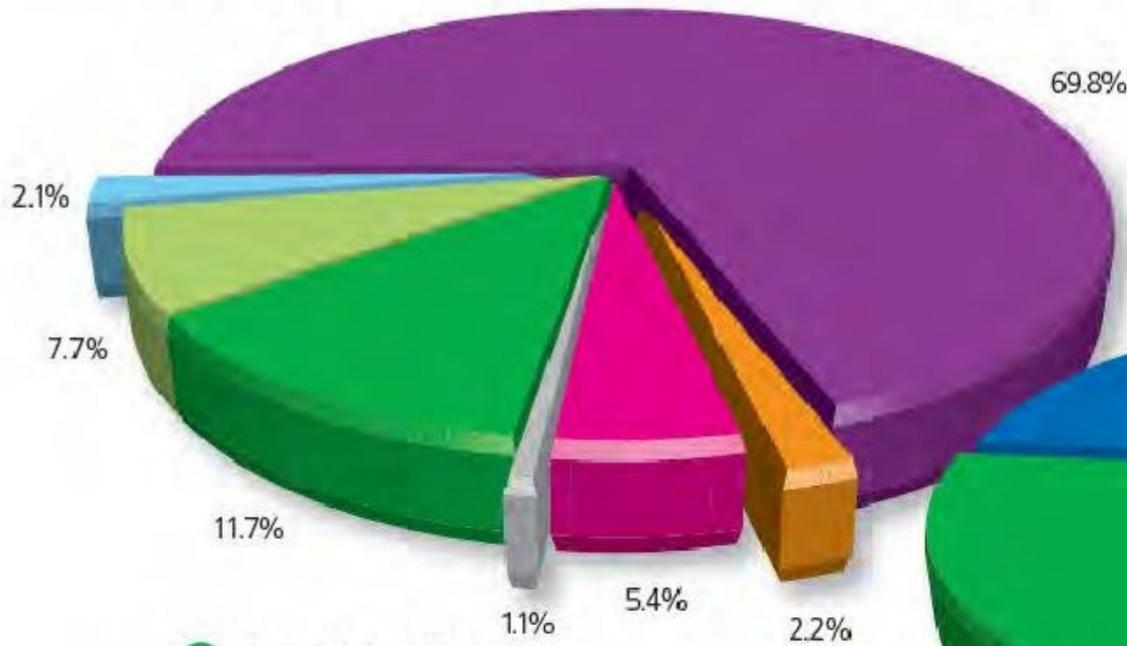
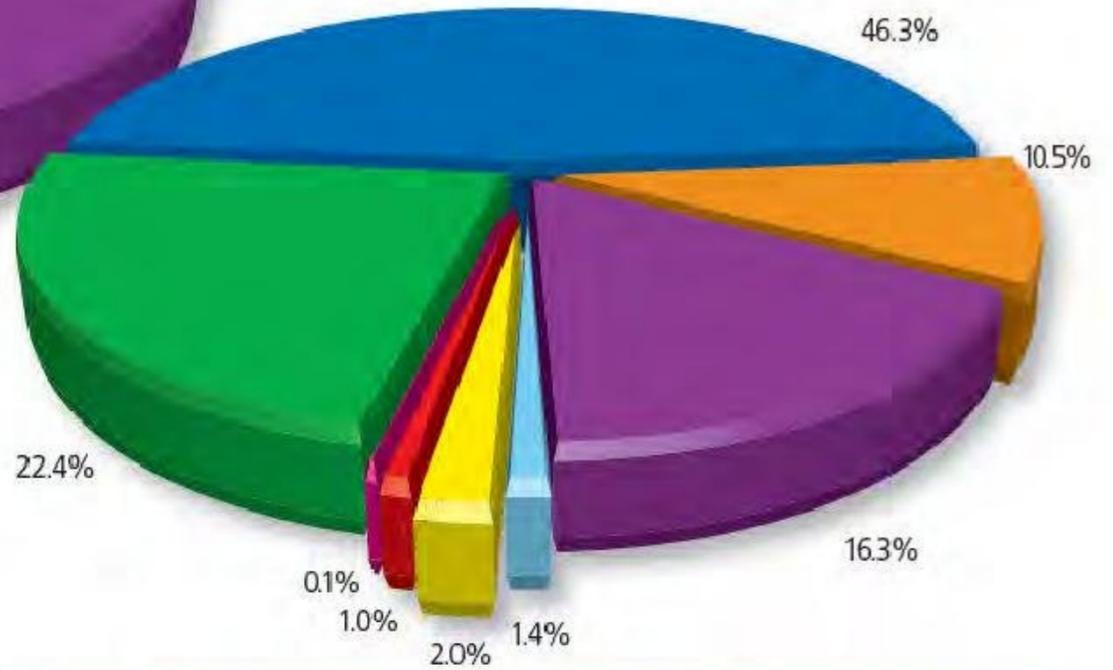


Figure 2: How do people get to work in London, UK?



**A Study the figures.**

- 1 Answer the questions.
- 2 Ask and answer in pairs.

**B 2.40 Marc and Simone are talking about the figures. Listen.**

- 1 What is a tram?
- 2 What is the Underground?
- 3 How do you say each word?

**C Work in pairs.**

- 1 Choose one of the figures each. Cover the other figure.
- 2 Dictate the information from your figure to your partner.
- 3 Write the information you hear in Table 1 or Table 2 below.

Table 1: How do people get to work in Melbourne, Australia?

Method	%
car	
train	
tram	
walk	
bus	
bicycle	
other	

Table 2: How do people get to work in London, UK?

Method	%
underground	
train	
car	
bus	
motorbike	
bicycle	
taxi	
walk	

**Key**

- Underground
- train
- walk
- motorbike
- bicycle
- taxi
- bus
- tram
- car
- other

**Skills Check 1**

**Defining things**

- We often define things with a general word then a fact.

**Example:**

A tram is a kind of **bus**.  
It goes on tracks on the road.

**Skills Check 2**

**Saying /əʊ/ and /aʊ/**

Say each group of words.

**/əʊ/** boat motor road go

**/aʊ/** how now ground cloud

How do you say these words?  
snow, know, don't, brown, yellow

## Lesson 5: Reading











**A** Read and number. ↑

**B** Read and match the verbs and the nouns.  
Some verbs can go with more than one noun.

1 ride

2 drive

3 fly

4 sail

a bicycle

a boat

a bus

a car

a motorbike

a plane

a ship

a train

**C** Look at the text. ⇒

- 1 Find and underline the names.
- 2 What is each name?

**D** Read the text. Answer the questions.

- 1 How does Juan get to work? Join the ways in the photographs.
- 2 How long does it take Juan to get to work?
- 3 How far is it from Juan's home to work?

Juan lives in the town of Gandessa, but he works on the island of Cabrera. It takes Juan a long time to get to work.

First, he rides his bicycle to the train station at Gandessa. It is about 3 kilometres and it takes 10 minutes. Then he gets a train to Adra. The city is about 30 kilometres from Gandessa, and the train takes 45 minutes on a good day. From Adra Station, he gets a bus to the ferry stop. It is about 2 kilometres, but the bus takes a long time – 20 minutes at least.

A ferry is a kind of boat. It goes from one side of a river to the other side, or from the coast to an island.

Cabrera is about 4 kilometres from the coast. The Cabrera ferry takes 15 minutes.

Finally, Juan walks to the office. It is about half a kilometre, so it only takes 5 minutes.

In the evening, he does it all again, in the opposite direction.

## Lesson 6: Reading

### A Discuss these questions.

- 1 Is there a problem with traffic in the capital city of your country?
- 2 What about other towns and cities?
- 3 When is the rush hour in the morning?
- 4 What about in the evening?
- 5 How do most people go to work in the big cities in your country?

### B Look at the heading of the article. It is in red. Can you think of an answer? →

### C Look at the heading of the table. It is in green.

- 1 What does the table show?
- 2 What time is the rush hour in London?

### D Look at the table. How fast can you go in the rush hour ...

- 1 in a car?
- 2 on a bicycle?

### E The article has three paragraphs.

- 1 Find and underline the first sentence of each paragraph.
- 2 Which paragraph tells you ...
  - the answer to the question in the heading?
  - the reasons for driving?
  - the speed of a car?

### F Read the text. Find answers to the questions in blue.

### G Does any information in the article surprise you? Which information? Why does it surprise you?

# When is a bicycle faster than a car?

**How fast can cars go?** Most cars can do 120 kilometres per hour. Some cars can do 150. What about bicycles? Most people can ride a bicycle at about 18 to 20 kilometres per hour.

**How can a bicycle be faster than a car?** The answer is easy. Go to the capital city of any country in the world. Look at a busy road in the rush hour. The bicycles are going faster than the cars.

**Why do people drive to work in capital cities?** Some people are too lazy to go by bicycle. Some people do not want to get wet or cold or hot. Most people want to be comfortable in a little 'room on wheels'.

Table 1: Average speed in rush hour (from 7 a.m. to 10 a.m.) in London, UK

Method	Speed (in kph)
the Underground	33
bicycles	18
buses	18
cars	15

### Skills Check

#### Preparing to read

- Read the **heading**.
- Look at any **tables**.
- Read the **first sentence** of each paragraph.

## Lesson 7: Writing

### A One letter is missing from each row. ↓

1 What is the letter?

2 Read the Skills Check and check.

- wh\_\_ sh\_\_w n\_\_w w\_\_rk
- wh\_\_t m\_\_p pl\_\_ne c\_\_r
- wh\_\_ch dr\_\_ve f\_\_rst fr\_\_end
- wh\_\_n \_\_vening riv\_\_r p\_\_rson

### B Do the crossword.

### C Complete the text. Use prepositions from the box.

about from in of at on to top under

Ruta lives \_\_\_\_\_ the island \_\_\_\_\_ Salla, but she works \_\_\_\_\_ the town \_\_\_\_\_ Rantsilla. The town is \_\_\_\_\_ the coast. Every morning, she walks \_\_\_\_\_ the bus station and catches a bus \_\_\_\_\_ Pori. She gets off \_\_\_\_\_ the hovercraft stop. A hovercraft is a kind \_\_\_\_\_ boat. There is air \_\_\_\_\_ the boat. Hovercrafts go very fast on \_\_\_\_\_ of the water. Ruta takes the hovercraft \_\_\_\_\_ Pori \_\_\_\_\_ Rantsilla. It is \_\_\_\_\_ 3 kilometres. It takes \_\_\_\_\_ 15 minutes. \_\_\_\_\_ Rantsilla, she walks \_\_\_\_\_ the office.

### D Look at the boxes. ↓

1 Number the boxes in each row in order.

2 Write the sentences.

3 What do you notice about each sentence?

gets a train from gandessa to adra . juan

his bicycle . he to the train station rides

a bus to pori catches ruta .

from pori to rantsilla the hovercraft . she takes

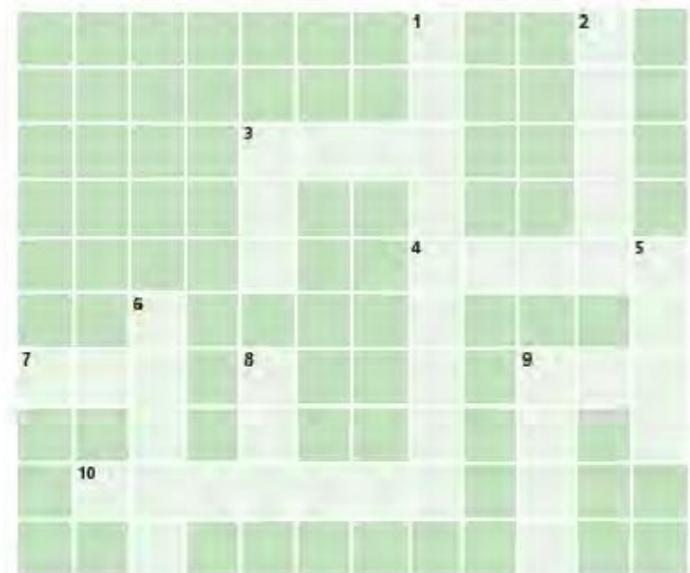
### Skills Check

#### Spelling with a, e, i, o

- One letter = many sounds.

#### Examples:

a	what map plane car
e	when evening river person
i	which drive first friend
o	who show now hot work



#### Across

3



4



7



9



10



#### Down

1



2



3



5



6



8



9



## Lesson 8: Writing

### A Do you need *a* or *the* in each space?

Ellie lives in \_\_\_ small village. It is on \_\_\_ Isle of Wight. \_\_\_ village is called Totland. Ellie doesn't work on \_\_\_ island. She works in \_\_\_ large town. It is on \_\_\_ coast. \_\_\_ town is called Lymington. Every morning, Ellie walks to \_\_\_ bus stop. It is near \_\_\_ bank. She catches \_\_\_ bus to Yarmouth. She gets off at \_\_\_ ferry stop. There is \_\_\_ ferry every hour. She catches \_\_\_ ferry to Lymington. \_\_\_ journey takes 30 minutes. In Lymington, she walks to \_\_\_ office.

### B Read Skills Check 1 and check.

### C Study these sentences.

He wants a car.

She wants to get a bicycle.

- 1 Find and underline the nouns.
- 2 Find and circle the verbs.
- 3 Read Skills Check 2 and check.

### D Complete these sentences with true information for you.

- 1 I want ...
- 2 I do not want ...

### E Join each pair of sentences to make one sentence. Then read Skills Check 3 and check.

- 1 a Ellie lives in a small village.  
b It is on the Isle of Wight.
- 2 a She works in a large town.  
b It is on the coast.
- 3 a Ellie walks to the bus stop.  
b It is near the bank.

### F Ask your partner about his/her journey to college. Then write a paragraph. Use patterns from this lesson.

### Skills Check 1

#### Using *a* and *the*

- We often use *a* or *the* with **singular nouns**.

#### Examples:

Noun phrase	
Article	Singular noun
a	bus
the	train

- We use **a** the first time we talk about something. Then we use **the**.

#### Examples:

Juan gets **a train** to Adra.

**The train** takes 45 minutes.

- We use **the** when there is only one.

#### Examples:

Juan lives in **the town** of Gandessa.

He gets a bus to **the ferry stop**.

### Skills Check 2

#### Using *want*

- We can use *want* with an **object**.

#### Example:

S	V	O
I	want	a car.

- We can use *want* with a **second verb** in the **infinitive**.

#### Example:

S	V	Infinitive	O
I	want	to ride	my bicycle.

### Skills Check 3

#### Joining sentences (2)

Study these sentences.

Ellie lives in a small village. → It is on the Isle of Wight.

Sentence 1 O = Sentence 2 S

Sentence 2 V = *be (is)*.

- We can join pairs of sentences like this:

Ellie lives in a small village. ~~It is~~ on the Isle of Wight.

## Lesson 9: Vocabulary

### A Put the missing items in these large numbers.

- Where does *and* go?
  - Where does the comma (,) go?
  - Where does the hyphen (-) go?
- 1 one hundred \_\_\_\_ twenty\_\_four
  - 2 two thousand\_\_three hundred \_\_\_\_  
eighty\_\_five
  - 3 three million\_\_four hundred \_\_\_\_ fifty\_\_six  
thousand\_\_seven hundred \_\_\_\_ ninety\_\_two
  - 4 four hundred \_\_\_\_ twenty\_\_nine million\_\_  
eight hundred \_\_\_\_ sixty\_\_seven thousand\_\_  
three hundred \_\_\_\_ fifteen

### B Circle the correct word or phrase to make each rule correct.

- 1 

<i>And</i>	comes after <i>million</i> .
A comma	
- 2 

<i>And</i>	comes after <i>thousand</i> .
A comma	
- 3 

<i>And</i>	comes after <i>hundred</i> .
A comma	
- 4 

<i>And</i>	comes between tens and units.
A hyphen	

### C Write the numbers in Exercise A in figures.

### D Look at the wordsearch.

- 1 Find 15 words and phrases connected with travel. Read →, ↘ or ↗. Circle the words.
- 2 Copy each word into your notebook.

### E Find pairs of words from the wordsearch. Explain the connection.

#### Examples:

*plane* + *sky* = You can see planes in the sky.

*fly* + *plane* = You can fly a plane.

### Skills Check

#### Reading and writing numbers

- We do not make the words for large numbers plural.

#### Examples:

two hundred **NOT** two ~~hundreds~~  
three thousand **NOT** three ~~thousands~~  
four million **NOT** four ~~millions~~

- There are rules for using *and*, the hyphen (-) and the comma (,).

after <i>million</i>	,
after <i>thousand</i>	,
after <i>hundred</i>	<i>and</i>
after <i>-ty</i>	-

#### Example:

one million, three hundred and twenty-four thousand, two hundred and sixty-nine

- When there are no tens or units, we do not write *and* or ,.

#### Examples:

three hundred ~~and~~ million  
nine hundred ~~and~~ thousand

h	z	z	w	g	n	m	p	l	a	n	e
g	r	r	m	o	t	o	r	b	i	k	e
l	b	s	n	y	g	e	t	o	f	f	y
v	u	h	s	k	y	r	p	t	a	f	v
b	v	g	b	f	b	i	l	e	a	d	h
p	c	t	k	o	h	p	l	s	j	x	e
w	r	a	y	s	a	c	j	c	a	k	i
l	l	l	t	w	y	t	t	r	a	i	n
x	f	f	e	c	a	t	q	t	h	k	l
g	p	d	i	e	h	l	j	y	k	r	l
c	i	b	s	k	t	k	k	j	v	v	r
r	g	e	t	o	n	z	d	r	i	v	e

## Lesson 10: Vocabulary

### A Look and read.

What do these people do?

A walker \_\_\_\_\_



A driver \_\_\_\_\_



A singer \_\_\_\_\_



A rider \_\_\_\_\_



A writer \_\_\_\_\_



A shopper \_\_\_\_\_



### B Look at Table 1. Read the sentences in the box. ↓

- Which sentences are correct? Change the ones which are wrong.
- Read Skills Check 2 and check.

- Nearly half the journeys in Germany are by car.
- About 25% of journeys in Italy are on foot.
- Exactly 30% of journeys in France are on foot.
- Nearly 10% of journeys in Switzerland are by bicycle.
- About 11% of journeys in Sweden are by bus or train.
- Over 80% of journeys in the USA are by car.
- Over 15% of journeys in England are by bus or train.

### C What are the figures for your country? Guess!

#### Skills Check 1

##### Word building (1)

- You can make different words from one base word.

**Example:**

A teacher teaches.

What does a worker do?

#### Skills Check 2

##### Using *exactly, nearly, over and about*

- When we know the amount, we can use *exactly, nearly* or *over*.
- When we do not know the amount, we can use *about*.

exactly		1,000,000
nearly	a million	e.g., 950,000
about		e.g., 950,000 to 1,050,000
over		e.g., 1,050,000

Table 1: Journeys in selected countries (%)

Country	Car	Walk	Cycle	Bus / Train	Other
USA	84	9	1	3	3
England	62	12	8	14	4
Germany	49	22	12	16	1
France	47	30	5	12	6
Italy	42	28	5	16	9
Switzerland	38	29	10	20	1
Sweden	36	39	10	11	4

## Lesson 11: Grammar

**A** Read the sentences. **Circle** the correct word or phrase in each case.

1	How	you <b>do you</b>	get to work?
2	How	long far	does it take?
3	How	far distance	is it?
4	I go	on by	tram.
5	I It	takes twenty minutes.	
6	A tram is	a kind a kind of	bus.
7	I want	drive. to drive.	
8	There are exactly	a hundred hundred	people in the group.
9	About ten	thousands thousand	people live in my town.

**B** Complete the text. Use information from the tables, the figure and *by, nearly, over*.

In the USA it takes \_\_\_\_\_ for most people to get to work. Many Americans travel \_\_\_\_\_ to work.

Most people go to work \_\_\_\_\_. Over \_\_\_\_\_ Americans ( \_\_\_%) drive to work.

\_\_\_\_\_ is in second place, but only \_\_\_% of Americans go to work by bus, streetcar or \_\_\_\_\_.

A streetcar \_\_\_ a kind of bus. It \_\_\_\_\_ on tracks on the road. A subway \_\_\_\_\_ train. \_\_\_\_\_ tracks under the ground.

\_\_\_\_\_ (3%) walk to work.

\_\_\_\_\_ ride a bicycle or \_\_\_\_\_ to work.

\_\_\_\_\_ people use other methods – ferries, \_\_\_\_\_, etc.

Table 1: *Travel to work in the USA*

average time	26.5m
average distance	19k

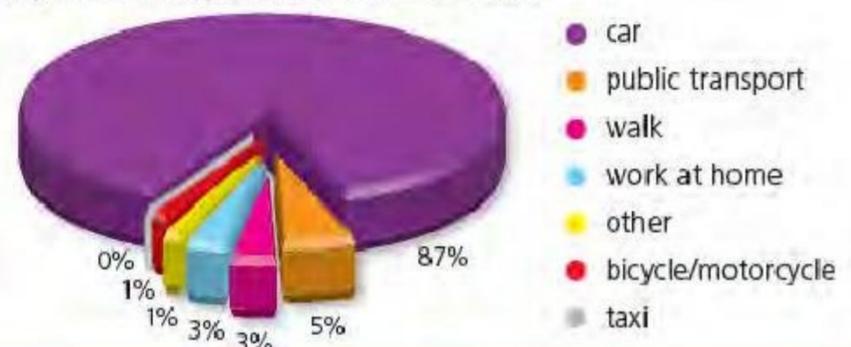
Table 2: *Transport to work in the USA*

Method	Thousands
car	105,586
public transport <sup>1</sup>	5,627
walk	3,408
work at home	3,401
bicycle/motorcycle	847
taxi	133
other <sup>2</sup>	1,049
<b>Total</b>	<b>120,051</b>

<sup>1</sup> Includes bus, streetcar and subway.  
<sup>2</sup> Includes ferryboats and trains.

Source: U.S. Department of Housing and Urban Development, 2001

Figure 1: *Transport to work in the USA*



## Lesson 12: Grammar

### A Look at Table 1.

- 1 Complete the table.
- 2 Cover the table. Write the three questions in your notebook. Leave a space after each question.

### B Look at Tables 2a, 2b and 2c.

- 1 Complete the tables.
- 2 Cover the tables. Write an answer to each question in Table 1 in your notebook.



### C Look at Table 3.

Define these words. Use the words in brackets.

- 1 van (car / carry / things)
- 2 ferry (boat / coast / island)
- 3 jumbo (plane / 500+ people)

### D Look at Table 4.

- 1 Write two sentences from the information in the table.
- 2 How many verbs are there in each sentence?
- 3 What form is the second verb in?
- 4 Write three true sentences beginning with *I want ...*

### E Look at Table 5.

- 1 Complete the table with the words in the box.

a children eight over thousand

- 2 Write three sentences about your country. Start each sentence with a noun phrase with the same pattern as in Table 5.

Table 1: Sentence pattern 23

		do	you	___	to college	
How	___	does	it	___		?
	___	is	it			

Table 2a: Sentence pattern 24

I	go	___	car.
They	come	___	bus.
He	goes	___	train.
She	comes	___	foot.

Table 2b: Sentence pattern 25

I	catch	a bus.
They	drive.	
	walk.	
He	___	the underground.
She	___	
	___	

Table 2c: Sentence pattern 26

I	take	___
It	___	twenty minutes.

Table 3: Sentence pattern 27

A tram	is	a kind of	bus.
A subway			train.

Table 4: Sentence pattern 28

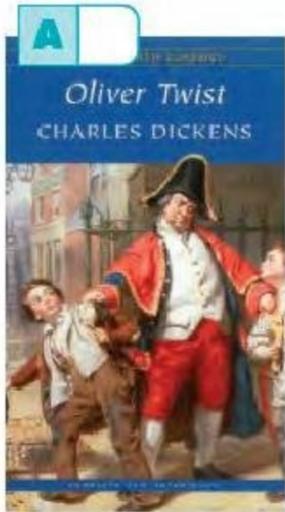
I	want	to drive	to college.
She	wants		

Table 5: Adverbs and numbers

Adverb	Number		Noun
___	___	___	people
exactly	___	hundred	
nearly	___	___	___
	___	million	
about	ten	thousand	cars
	five	hundred	bicycles

# UNIT 8 Art and Literature

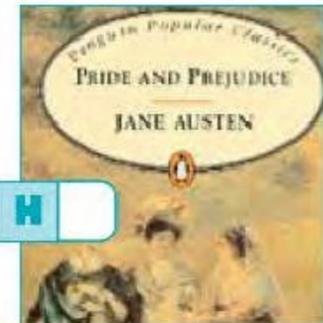
## Lesson 1: Listening



**D**

*I remember, I remember,  
The house where I was born,  
The little window where the sun  
Came peeping in at morn;  
He never came a wink too soon,  
Nor brought too long a day,  
But now, I often wish the night  
Had borne my breath away!*

THOMAS HOOD (1799-1845)



**J**

**Thomas Hood** was born in London in 1799. He was the son of a bookseller. His father died in 1811. He had to leave school and get a job. He started writing at the age of 22



**A** Listen and **circle** or **box**.

**B** 3.1 Listen and point.

**C** 3.2 Listen to the lecture. Number the paintings.

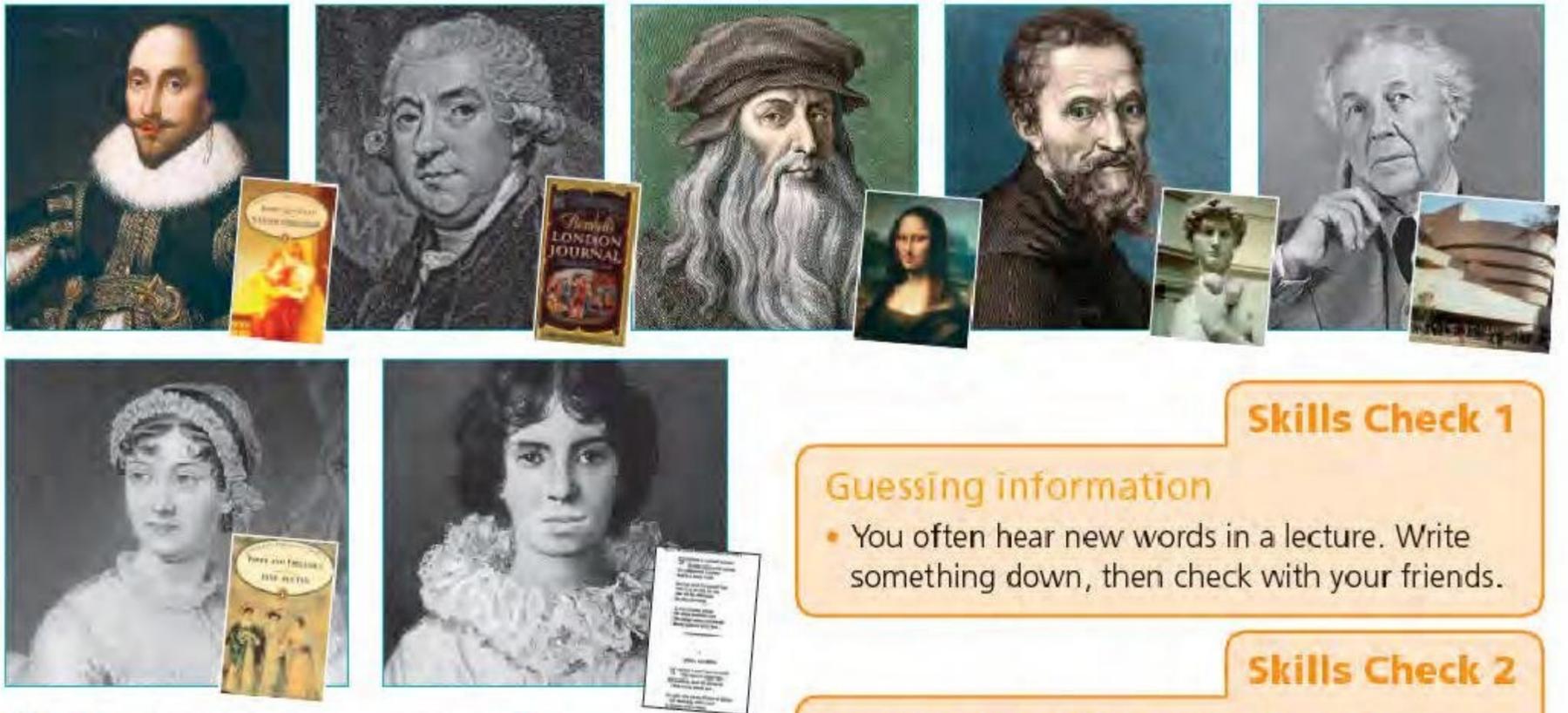
**D** 3.3 Listen and answer.

### Skills Check

#### Preparing to listen

- Lecturers usually begin with an introduction. The introduction gives you a general idea of the content. Listen carefully to it. Think: *What words am I going to hear in this lecture?*

## Lesson 2: Listening



**A** 3.4 Listen to a lecture. Look. ↑

- 1 Find two groups.
- 2 3.5 Listen and check.
- 3 Name the two groups.

**B** What are the job names?

- 1 Discuss in pairs.
- 2 3.6 Listen and check.

What did she call this kind of artist?

I think she said *painter*.

How do you spell that?

I don't know. Maybe it's P-A-I-N-T-E-R or P-A-I-N-T-O-R.

**C** What is the connection between all the words in the box? (Clue: Think about sounds.)

writer painter sculptor literature  
biographer sculpture architecture

- 1 Work in pairs. Find a connection.
- 2 3.7 Listen and check.
- 3 Read Skills Check 2 and check.
- 4 Can you see any patterns?

### Skills Check 1

#### Guessing information

- You often hear new words in a lecture. Write something down, then check with your friends.

### Skills Check 2

#### Hearing /ə/ at the end of words

- Many words in English end in the /ə/ sound.

**Examples:**

writer painter biographer  
sculptor doctor professor  
literature sculpture architecture

### Skills Check 3

#### Revision

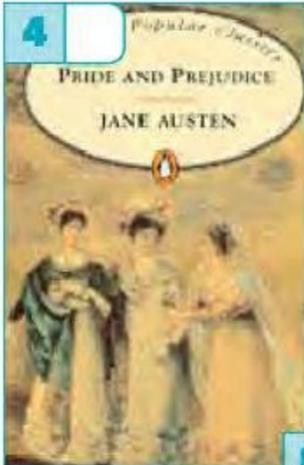
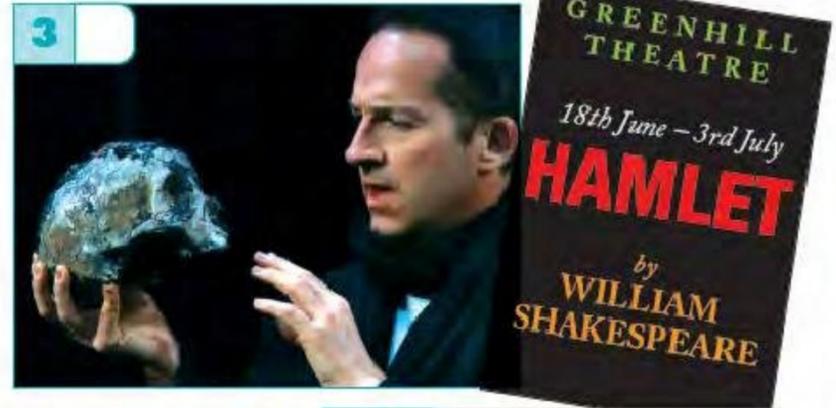
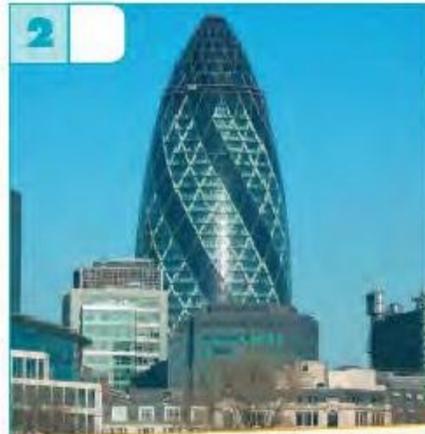
literature seascape writer poet  
still life painter art landscape play  
architect portrait

Write each word under the correct vowel sound.

/ɪ/	/i:/	/aɪ/	/əʊ/
(six)	(three)	(five)	(boat)
/eɪ/	/ɑ:/	/æ/	
(eight)	(car)	(map)	

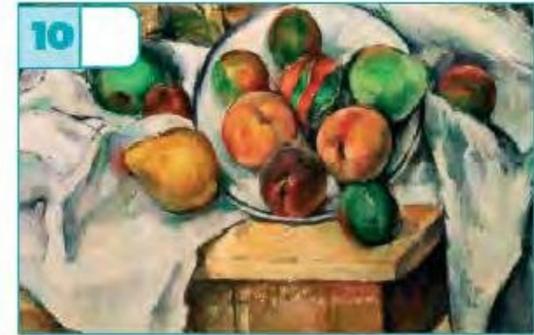
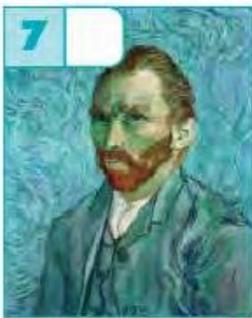
- 3.8 Listen and check.

## Lesson 3: Speaking



5 *Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate. Rough  
winds do shake the darling buds of May, And  
summer's lease hath all too short a date.*

6 **Charles Dickens**  
was born on  
February 7th, 1812,  
in Portsmouth in the  
south of England.



### A Look. ↑

- 1 How many pieces of literature are there?
- 2 How many pieces of art are there?
- 3 Name the items.

### B Ask and answer about the items. ⇔

### C Who wrote, painted or made each piece of art or literature?

Example: *Number 1 a painter*

### D Work in pairs.

**Student 1:** Close your book. Answer questions about the art and literature on this page.

**Student 2:** Test Student 1 on the art and literature on this page.

What's this?

It's a piece of architecture.

Do you like it?

Yes, I do.

What do you call this kind of painting?

It's a landscape.

What do you think of it?

I don't like it.

### Skills Check

#### Saying /ə/ at the end of words

- Many words in English end in the /ə/ sound.

#### Examples:

writer painter biographer  
sculptor doctor  
picture sculpture literature

Say each word. Make the /ə/ sound at the end.

## Lesson 4: Speaking

### Conversation 1

- Andy:** Who is the most famous writer in your culture?
- Enrique:** I think it's Gabriel García Márquez.
- Andy:** Is that a man or a woman?
- Enrique:** It's a man.
- Andy:** How do you spell his name?
- Enrique:** G-A-B-R-I-E-L G-A-R-C-I-A M-A-R-Q-U-E-Z.
- Andy:** Is he alive or dead?
- Enrique:** He's still alive, but he's very old.
- Andy:** When was he born?
- Enrique:** I think it was about 1928.
- Andy:** Did he work as a writer?
- Enrique:** Yes, and also as a journalist.
- Andy:** What kind of literature does he write?
- Enrique:** Novels and short stories. His most famous book is called *One Hundred Years of Solitude*.

#### A Read and listen to conversation 1.

- 1 3.9 Listen.
- 2 3.10 Listen and ask.
- 3 3.11 Listen and answer.

#### B Look at conversation 2.

- 1 Try to work it out from the words and pictures.
- 2 3.12 Listen and check.
- 3 3.13 Listen and answer.
- 4 3.14 Listen and ask.

#### C What is the past tense form of these verbs?

answer ask be end listen live look  
play talk test win work write

- 1 Say the words.
- 2 Read the Skills Check and check.

#### D Work in pairs. Have a conversation about your favourite writer.

#### E Write a short talk about the most famous writer in your culture. Give your talk in small groups.

### Conversation 2

favourite writer ?

Selma Lagerlof

? 1909

kind ?

NOVEL SHORT STORIES

The Wonderful Adventures of Nils

about ?

SWEDEN  
VARMLAND

why ?

### Skills Check

#### Talking about the past

- The past form of most verbs is (e)d.

#### Examples:

She **lived** in Varmland.

He **worked** for the government.

- The final sound is usually /t/ or /d/, but if the verbs end in t or d, we make the past form with /ɪd/.

#### Examples:

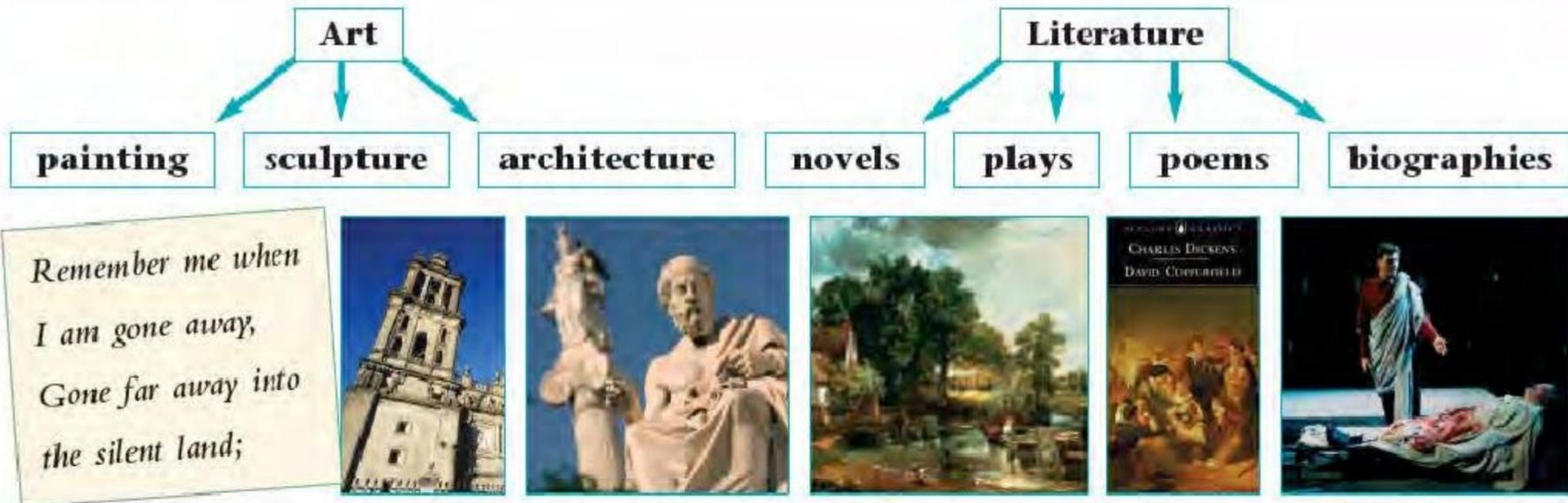
ended tested

- Many verbs have a special past form for the past tense.

#### Examples:

be	He <b>was</b> born in 1911.
write	She <b>wrote</b> novels.
win	She <b>won</b> the Nobel Prize in 1909.

## Lesson 5: Reading



**A** Study the diagram. Match the words and the pictures. ↑

**B** Cover the diagram. Which nouns below describe people? Which nouns describe things? Mark each word *P* or *T*.

architect architecture art artist biographer  
 biography literature novel novelist painter  
 painting play playwright poem poet  
 sculptor sculpture writer writing

**C** Look at the biography. ⇒

- 1 Find and circle the dates and time reference phrases. Work out the actual date for the time reference phrases.
- 2 Find and underline the names. What is each name?
- 3 Why are some names in **blue**?

**D** Read the biography. Make notes of the important events in Monet's life. Write ? if you are not sure about a date.

1840 born in Paris  
 1850 moved to Le Havre

**E** Find and box all the past tense forms. What is the verb in each case?

**Monet, Claude** *b. 1840; d. 1926*, painter

Claude Monet was born in **Paris, France**, in 1840. Ten years later, Monet's family moved to **Le Havre**, a small town on the northern coast of France. His father, Adolphe, started a shop, but Monet didn't want to work in it. He wanted to paint.

Monet went to school, but he didn't like it. He painted pictures of the teachers. People laughed at them. He sold some paintings at the age of 15. A year later, a painter called **Eugène Boudin** taught him about painting landscapes.

In 1857, Monet's mother, Louise, died. Monet went to the School of Fine Arts, a university in Paris. But he didn't like it and he left. He had to join the army, but he became very ill and left after one year.

In 1862, Monet started work in a studio with the painter, **Renoir**. He met a woman at the studio called Camille Doncieux. He married her and they had two children.

From 1870 to 1871, there was a war between France and **Prussia**. Monet moved to **London**. He returned to France after the war and moved to a village near Paris.

Camille died in 1879. Monet moved again to a town called Giverny.

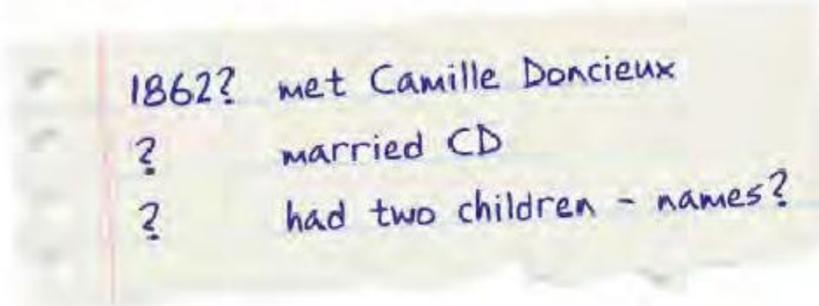
Monet died in 1926. He is buried in Giverny.

## Lesson 6: Reading

**A** What can you remember about Claude Monet?  
Work in pairs. Do not look back at your notes!

**B** Look at your notes from Lesson 1.

- 1 What information do you need to check?
- 2 What extra information would you like to find out? Add questions to your notes.



**C** Read the text below.

- 1 Check the information in your notes.
- 2 Add extra information.

**D** Read pieces of information from your notes.  
Is the information in text 1, text 2, or both?

### Skills Check 1

#### Recognizing past forms

- Most English verbs are **regular**.

**Examples:**

started wanted died

Take off the final *-ed* or *-d*.

Do you recognize the verb?

- Many common verbs are **irregular**.

**Examples:**

became met had left

Look at the first two or three letters. Do you recognize the verb?

- Sometimes the past form is **very different from the infinitive**. You must learn these.

**Examples:**

sold taught went bought was

### Skills Check 2

#### Doing research (1)

- When you read a biography, think:  
*What happened? When did it happen?*
- Make notes. Write ? if you are not sure. Do some more research.



*Claude Monet was a very famous French painter. He is called the Father of Impressionism.*

He was born on November 14th, 1840. His father had a shop. It sold supplies for ships and boats. Monet didn't want to work in it. He wanted to paint. In 1859, he went to a university in Paris to study art.

At 19, he joined the army and went to Algeria, a country in North Africa. He became ill and returned to France in 1860.

Monet started work in a studio with Pierre Auguste Renoir. He met Camille Doncieux at the studio and they married in 1870. They had two children. The first boy was called Jean and the second

boy was called Michel.

After the Franco-Prussian War, Monet and Camille moved to Argenteuil. His wife died in 1879. In 1883, Monet moved again, to a town about 40 miles from Paris. Monet married again in 1892. His second wife was called Alice Hoschede.

Monet liked to paint flowers, trees, rivers and boats. He bought a boat and used it as a painting studio. He also liked to paint trains and architecture.

Monet died on December 5th, 1926.

## Lesson 7: Writing

**A** How can each word end? Copy and complete, adding one or more letters. (There are often two ways.)

- |                      |                 |
|----------------------|-----------------|
| 1 art, <u>artist</u> | 6 nove_____     |
| 2 pain_____          | 7 pla_____      |
| 3 sculp_____         | 8 poe_____      |
| 4 architect_____     | 9 biograph_____ |
| 5 litera_____        | 10 writ_____    |

**B** Do the crossword.

**C** Complete the text. Use a verb from the box in the correct form for each space. You can use the same verb more than once.

be become continue die drown fall go  
have leave marry meet run send write

Mary Shelley \_\_\_\_\_ born in 1797. In 1812, her father \_\_\_\_\_ her to live in Scotland. She \_\_\_\_\_ the poet Percy Bysshe Shelley there, and she \_\_\_\_\_ in love with him. At 16, she \_\_\_\_\_ away from home with Shelley. He already \_\_\_\_\_ a wife called Harriet, but he \_\_\_\_\_ her for Mary. Harriet \_\_\_\_\_ in 1816, and Mary \_\_\_\_\_ Percy in the same year. They \_\_\_\_\_ to live in Italy. Mary Shelley \_\_\_\_\_ a novel called *Frankenstein* in about 1817. It \_\_\_\_\_ probably the first science fiction story. It \_\_\_\_\_ a huge success. Percy Shelley \_\_\_\_\_ in 1822. Mary Shelley \_\_\_\_\_ to write novels, short stories and biographies for the rest of her life. She \_\_\_\_\_ in 1851.

**D** Make notes of the important events in Mary Shelley's life.

**E** Write five sentences about Mary Shelley's life from your notes.

### Skills Check

#### Spelling /ə/ at the end of words

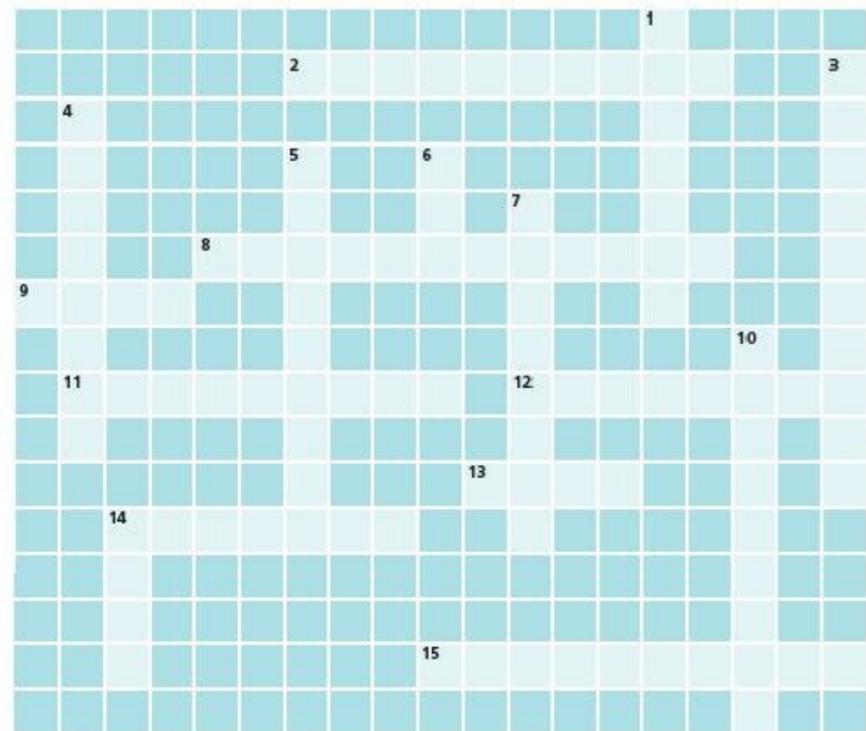
- We can spell this sound in three main ways at the end of words.

#### Examples:

-er painter writer teacher

-or sculptor doctor advisor

-ure literature picture architecture



#### Across

- 2 ... includes poems, plays, novels and biographies.
- 8 I love the modern ... in Dubai – all the banks, hotels and office buildings.
- 9 *Romeo and Juliet* is a famous ... by Shakespeare.
- 11 Do you like the ... in this garden?
- 12 Do you like this landscape ...?
- 13 Shakespeare was a playwright and a ...
- 14 Monet was a famous French ...
- 15 A ... writes the story of a real person's life.

#### Down

- 1 Dickens and Shakespeare were ...
- 3 William Shakespeare is probably the most famous ... in the world.
- 4 Dickens was a famous English ...
- 5 Mehmet Aga was the ... of the Blue Mosque in Turkey.
- 6 Monet studied ... at university for a short time.
- 7 Michelangelo was an Italian painter and ...
- 10 A ... is the story of a real person's life.
- 14 A ... often has rhyming words like *moon* and *June*.

## Lesson 8: Writing

Monet went to school, but he didn't like the school. He painted pictures of the teachers. People laughed at the pictures.

A painter called Eugène Boudin taught Monet about painting landscapes.

Monet's father had a shop. The shop sold supplies for ships and boats.

Monet liked to paint flowers, trees, rivers and boats. Monet also liked to paint trains and architecture.

Mary Shelley was born in 1797. In 1812, her father sent Mary to live in Scotland. Mary met the poet Percy Bysshe Shelley there and Mary fell in love with Shelley.

Mary continued to write novels, short stories and biographies for the rest of her life.

### A Study the extracts from the texts in this theme.

- 1 Find and underline all the plural nouns.
- 2 Is there an article in front of each plural noun?
- 3 Why is/isn't there an article?
- 4 Read Skills Check 1 and check.

### B Look at the extracts again. Some of the sentences are strange because they do not have pronouns.

- 1 Rewrite the sentences. Change some of the nouns to pronouns.
- 2 Read Skills Check 2 and check.

### C Look back at your sentences about Mary Shelley (Lesson 3).

- 1 Check the plural nouns. Do you need an article?
- 2 Change some of the nouns to pronouns.

### Skills Check 1

#### Using zero article and *the*

- We often do not use an article with **plural nouns**.

#### Examples:

Noun phrase	
Article	Plural noun
–	pictures
the	

- We do not use an article if we are talking about **people or things in general**.

#### Examples:

**People** laughed at the pictures.  
The shop sold **supplies** for **ships**.

- We use *the* when there is **only one group**.

#### Examples:

He painted pictures of **the teachers**. (at the school)  
People laughed at **the pictures**. (of the teachers)

### Skills Check 2

#### Using object pronouns

- We use object pronouns **after a verb**.

#### Examples:

S	V	O	
He	didn't like	the school. it.	
He	sent	Mary her	to Scotland.
She	met	Shelley him	in Scotland.
He	liked to paint	flowers. them.	

- We use object pronouns **after a preposition**.

#### Examples:

S	V		Prep	O
She	fell	in love	with	him.
I	wrote	a letter	to	her.
He	got	a call	from	them.

## Lesson 9: Vocabulary

- A** Study the biography. Complete the Skills Check information.

JANE AUSTEN was one of the most famous novelists in English literature.

She was born on 16th December, 1775, in the south of England.

She started writing at the age of 12. She wrote plays, short stories and poems between 1787 and 1793. She began her first novel, *Sense and Sensibility*, in about 1795.

Between October 1796 and August 1797, Austen completed *Pride and Prejudice*. In the same year, her father sent it to a London publisher, but he did not reply. In 1801, the Austen family moved to Bath, a town in the west of England, but Jane did not go with them. For eight years, she lived in different towns, including Southampton on the south coast, from 1805 to 1809. In the same year, her brother, Edward, gave her a house in Chawton, near the town of her birth.

*Sense and Sensibility* appeared in 1811 and was a success. After two years, *Pride and Prejudice* appeared, and she was famous. The King of England liked her novels.

At 41, Jane became ill. She continued writing, but she died a year later, on July 18th, 1817.



### Skills Check

#### Writing dates in a biography

- We can write dates in several ways.

– with *in/on*

**Examples:**

\_\_\_\_\_

\_\_\_\_\_

– with *after/later*

**Examples:**

\_\_\_\_\_

\_\_\_\_\_

– with *at + age*

**Example:**

\_\_\_\_\_

\_\_\_\_\_

– with two dates

**Examples:**

\_\_\_\_\_

\_\_\_\_\_

- B** Look at the wordsearch.

- Find the hidden phrase in the first three lines.
- Find 14 words connected with the hidden phrase. Read →, ↘ or ↗. Circle the words.
- Copy each word into a table in your notebook. Write the words in pairs.



a	r	t	a	r	c	h	i	t	e	c	t	u	r	e
a	n	d	b	i	o	g	r	a	p	h	e	r	l	i
t	e	r	a	s	t	u	r	e	q	t	l	z	j	n
v	n	w	k	k	c	r	p	a	i	n	t	e	r	m
x	t	t	m	l	d	u	m	r	c	p	r	m	t	r
n	b	p	p	m	t	g	l	y	t	o	o	h	x	g
j	n	n	m	c	t	w	h	p	t	l	g	e	n	r
p	n	k	o	n	t	p	r	p	t	i	r	i	t	g
p	o	e	m	v	a	b	l	i	r	u	t	l	n	w
k	y	p	j	r	e	u	g	w	t	n	r	i	h	l
b	k	f	g	v	c	l	y	d	i	e	t	e	n	l
x	r	o	r	s	j	a	i	a	n	i	r	n	g	w
w	i	b	v	r	l	c	p	s	r	r	h	q	n	l
b	n	m	x	p	l	l	w	w	t	z	l	c	b	l
l	f	n	f	n	w	j	l	m	j	g	d	r	d	k

## Lesson 10: Vocabulary

### A What do you think these people do?

- A lawyer
- A typist
- A biographer
- A receptionist
- A playwright
- A novelist

### B Study these sentences.

William Shakespeare, the famous English playwright, was born in 1564.

He moved to the capital, London, in about 1587.

- 1 What is similar about them?
- 2 Read Skills Check 2 and check.

### C Study these pieces of information.

- 1 Match pieces of information about the same person or place.
- 2 Write a noun phrase with both pieces.

the capital of France	○	○	Cairo
the playwright	○	○	Canberra
the novelist	○	○	Dickens
the painter	○	○	London
the capital of Australia	○	○	Monet
the capital of Egypt	○	○	Paris
the capital of the UK	○	○	Shakespeare

### D Write some noun phrases in your notebook about people and places in your country/culture.

### Skills Check 1

#### Word building (2)

- More word endings for things people do.

**Example:**

accountant  
student  
receptionist

- What do they do?  
An accountant works with accounts.  
A student studies.

### Skills Check 2

#### Noun phrases with two pieces of information

- We sometimes give two pieces of information in the same noun phrase. We can make the noun phrase the **subject** or the **object**.

**Examples:**

noun phrase		
info 1	info 2	
Monet's father,	Adolphe,	started a shop ...
Monet's mother,	Louise,	died.
Jane's brother,	Edward,	gave her a house.

Object	noun phrase	
	info 1	info 2
Monet met	the painter,	Renoir.
He moved to	Le Havre,	a small town on the northern coast of France.
Jane began	her first novel,	<i>Sense and Sensibility</i> , ...

- Note the use of commas.

## Lesson 11: Grammar

**A** Read the sentences. **Circle** the correct word or phrase in each case.

1	Jane Austen	born <b>was born</b>	in 1775.
2	There was	- been	a war in 2004.
3	Shakespeare	did write wrote	<i>Hamlet</i> in 1600.
4	Did you	went go	to the play?
5	Who is	he him	?
6	His father sent	her she	to Scotland.
7	When did he	died die	?
8	Three years	after, later,	Monet died.
9	The war lasted	between from	1939 to 1945.
10	Shakespeare died	in on	April 23rd, 1616.

**B** Study the timeline of Shakespeare's life. Write a short biography in your notebook.

1564	born (April 23rd), Stratford; centre of England
1582	married Anne Hathaway
1583	first child born (Susanna)
1585	twins* born (Judith and Hamnet)
1587-88?	travelled to London
1589-92	wrote first play, 'Henry VI'
1592	plague** in London; ↳ left for a short time
1594	joined a group of actors
1595-1611	wrote about 36 plays
1611	stopped writing plays
1616	died (April 23rd)

\* twins = two children born at the same time  
\*\* plague = very bad illness



William Shakespeare was a famous English playwright.



twins



plague

## Lesson 12: Grammar

**A** Look at Table 1. Answer in your notebook.

- 1 What is the missing verb?
- 2 Make three questions from the words in the table.

**B** Look at Table 2.

- 1 Say the sentences.
- 2 Write three sentences in your notebook beginning *There was ...*

**C** Look at Tables 3 and 4.

- 1 Complete each table.
- 2 Make four questions from the information in Table 3.

**D** Look at Tables 4 and 5.

- 1 Say the sentences.
- 2 Write three questions in your notebook.

**E** Look at Table 6.

- 1 Complete the table.
- 2 Write six good sentences in your notebook.



Table 1: Sentence pattern 29

S	V	Other
Jane Austen	_____	born in 1775.
Claude Monet		a French painter.
<i>Pride and Prejudice</i>		a success.

Table 2: Sentence pattern 30

There	V	N	Other
There	is	a war	in Iraq at the moment.
	was		in Europe from 1914 to 1918.

Table 3: Sentence pattern 31

S	V	Other
Shakespeare	_____	Anne in 1582.
	_____	to London in about 1587.
He	_____	<i>Hamlet</i> in 1600.
	_____	in 1616.

Table 4: Sentence pattern 32

Did	he	_____	<i>Macbeth</i>	?
	she	_____	in Bath	
	they	_____	to London	

Table 5: Sentence pattern 33

What	did	Jane Austen	write	?
Where		Monet	live	
When		Shakespeare	die	

Table 6: Sentence pattern 34

S	V	O
I	met	_____.
You	saw	_____.
_____	took	him.
She	sent	_____.
_____	drove	us.
_____	taught	them.

# UNIT 9 Sports and Leisure

## Lesson 1: Listening

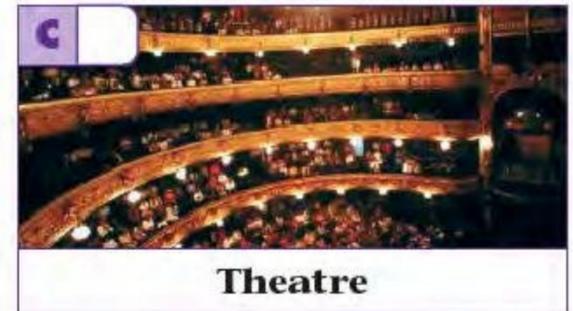
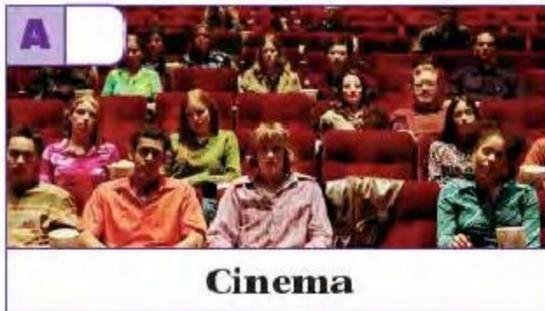


- A** Listen and circle or box. ↑
- B** 🎧 3.15 Listen and point.
- C** 🎧 3.16 Listen. *What am I doing?*
- D** 🎧 3.17 Listen and complete the table.
- E** 🎧 3.18 Listen. True or false?
- F** Work in pairs. The table shows the most popular activities for adults in the UK. Are the figures correct for you?

Table 1: Most popular leisure activities for adults in the UK

Activity	Minutes per day
TV/films	
meeting friends	
playing sports	
playing games	
listening to the radio/music	
<b>Total</b>	<b>306</b>

## Lesson 2: Listening



**A** 3.19 Listen to a lecture. Look. ↑

- 1 3.20 Listen and number.
- 2 3.21 Listen and answer.
- 3 Cover and remember.

**B** Ask and answer.

**Student 1:** Choose a picture from Lesson 1 or Lesson 2. Answer Student 2's questions.

**Student 2:** Ask Yes/No questions. Find the correct picture.



Are there a lot of people in the picture?

Yes, there are.

Are they sitting?

Yes, they are.

Are they watching football?

No, they aren't.

Are they at a cinema?

Yes, they are.

Is it the picture top left?

Yes, it is.



### Skills Check 1

#### Predicting the next word or phrase

- When we listen, we can often predict the next word or phrase. This helps with active listening. Think: *What is he going to say next?*

### Skills Check 2

#### Hearing /ɒ/ and /ɔ:/

3.23 Listen. Tick (✓) the correct column.

	/ɒ/ (hot)	/ɔ:/ (call)
ball		
job		
watch		
what		
mall		
orange		
sport		
walk		
want		

What about these words?  
*work, world, word*

3.24 Revision.

**C** 3.22 Listen to the first part of a lecture.

- 1 What is the lecturer going to talk about?
- 2 When the lecturer stops, say the next word.

## Lesson 3: Speaking



**A** Look. ↑

- 1 Name the sports.
- 2 Name the other leisure activities.
- 3 Name the places.

**B** Work in pairs.

**Student 1:** Cover the pictures. How many can you describe to your partner?

**Student 2:** Check your partner's descriptions.

**C** Look at the conversation. ⇨

- 1 🎧 3.25 Listen.
- 2 🎧 3.26 Listen and answer.

**D** Work in pairs.

- 1 Ask and answer. Give true information.
- 2 Talk about your partner.

how / free / ⌚ ?

?

⚽ ?

?

❌ ☹️ ⚽ ?

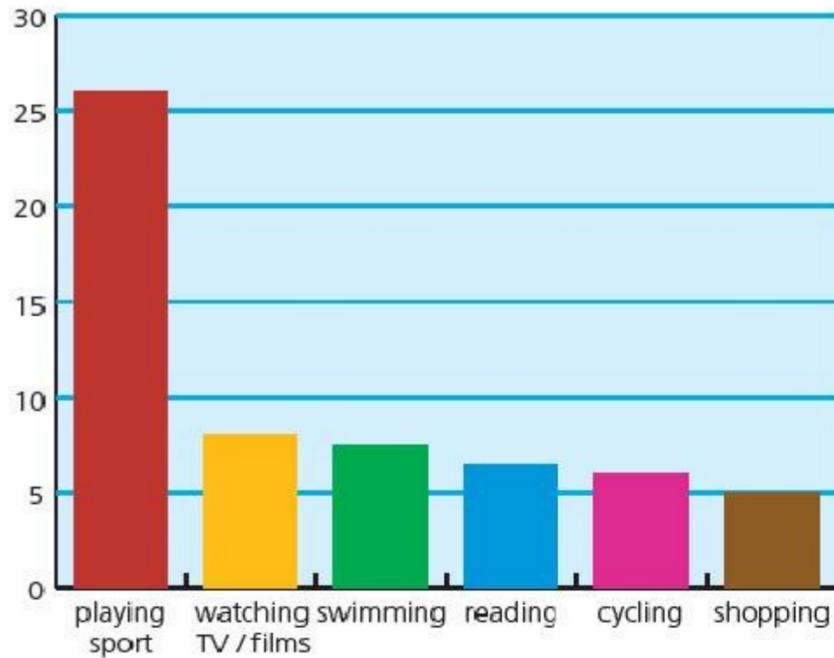
👁️ ?

✓ 🎾 🏀 ?

you ?

## Lesson 4: Speaking

Figure 1: *Favourite leisure activities for children (11–15) in Ontario, Canada*



**A** Study the figures.

- 1 Answer the questions.
- 2 Ask and answer in pairs.

**B** 3.27 Françoise and Pierre are talking about Figure 2. Listen and write each percentage in the correct place.

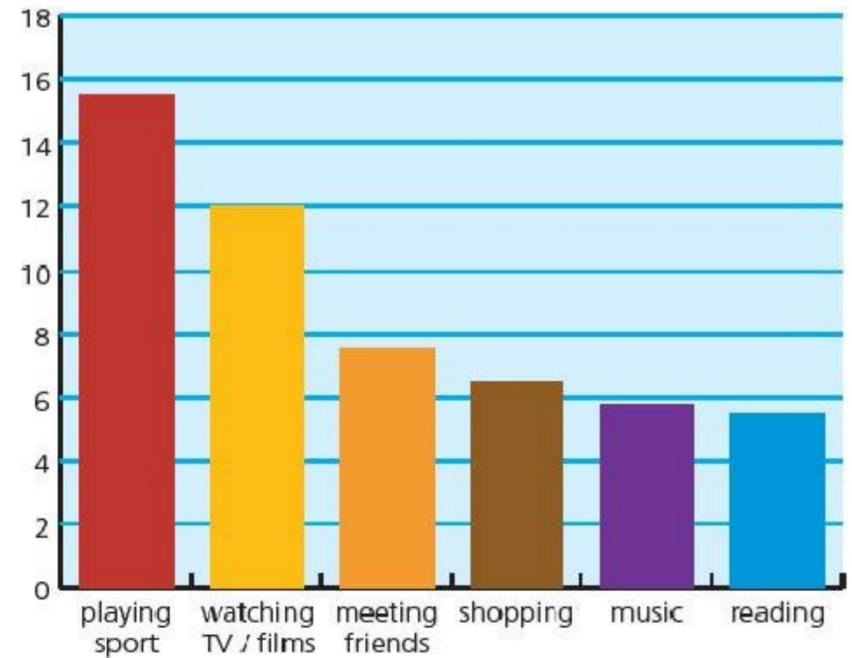
**C** Work in pairs.

- 1 Choose one of the figures each. Cover the other figure.
- 2 Dictate the information from your figure to your partner.
- 3 Write the information you hear in Table 1 or Table 2 below.

Table 1: *Most popular leisure activities for teenagers (16–20) in Ontario, Canada*

Method	%
meeting friends	
music	
playing sport	
reading	
shopping	
watching TV/films	

Figure 2: *Favourite leisure activities for teenagers (16–20) in Ontario, Canada*



### Skills Check 1

#### Talking about figures

- Figures show us a picture of information. They often do not give the exact number.

**Examples:**

**Just under** eight per cent of 16- to 20-year-olds chose meeting friends.

**Just over** six per cent said shopping.

### Skills Check 2

#### Saying /ɒ/ and /ɔ:/

Say each group of words.

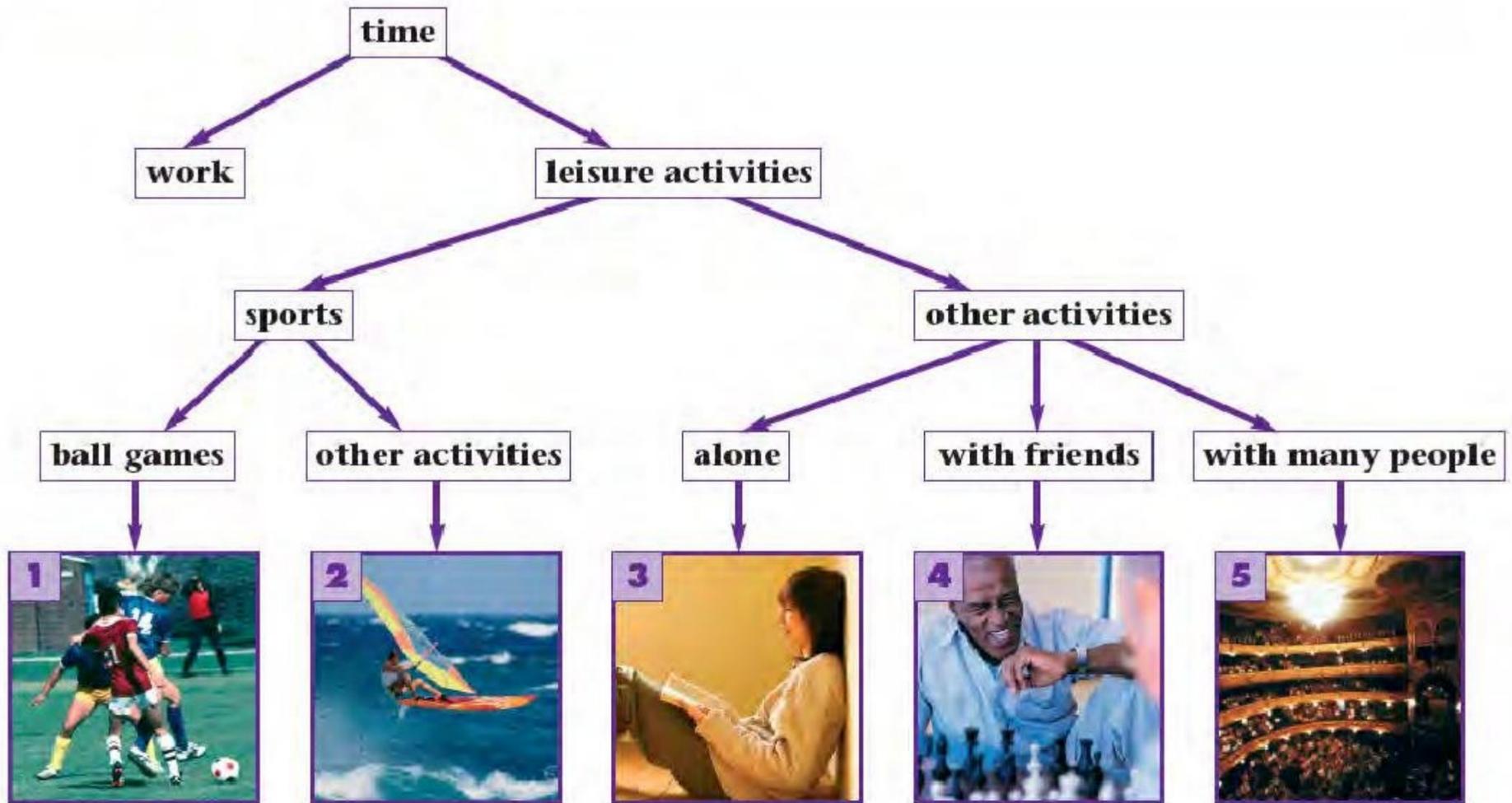
/ɒ/ not what watch was shopping

/ɔ:/ sport call fourth saw

Table 2: *Most popular leisure activities for children (11–15) in Ontario, Canada*

Method	%
cycling	
playing sport	
reading	
shopping	
swimming	
watching TV/films	

## Lesson 5: Reading



**A** Study the diagram above. Think of examples of each type of activity, 1 to 5.

**B** Number the phrases 1 to 5 to fit them into the diagram. ↓  
Some phrases can go in more than one place.

- |                             |                          |
|-----------------------------|--------------------------|
| listening to an mp3 player  | 3                        |
| playing chess               | <input type="checkbox"/> |
| playing tennis              | <input type="checkbox"/> |
| reading a novel             | <input type="checkbox"/> |
| watching a film at a cinema | <input type="checkbox"/> |
| going surfing               | <input type="checkbox"/> |

- |                                |                          |
|--------------------------------|--------------------------|
| playing football               | <input type="checkbox"/> |
| shopping at the mall           | <input type="checkbox"/> |
| playing handball               | <input type="checkbox"/> |
| going to the theatre           | <input type="checkbox"/> |
| going swimming                 | <input type="checkbox"/> |
| watching football at a stadium | <input type="checkbox"/> |

**C** The texts on page 111 are from an encyclopedia. Do not read them. Scan and find ...

- six countries
- six nationalities
- four names
- eleven dates
- ten numbers
- five other words with capital letters

### Skills Check

#### Marking text (1)

- Mark target items in a text with:

different coloured highlighters

OR

underlining, boxes, circles, clouds and arrows

- Marking helps with active reading.

## Lesson 6: Reading

**A** Texts 1 to 6 have the same structure. ↓  
Which paragraph answers each question below?

- 1 How popular is the activity today?
- 2 What is this activity?
- 3 When did the activity first appear?
- 4 Where does the name come from?

**B** Work in groups of six.

- 1 Choose one of the texts each.
- 2 Make notes in your notebook.
- 3 Report back to your group on your research.

### Skills Check 1

#### Reading encyclopedia entries

- A text in an encyclopedia often has this structure:
 

1 definition	3 history
2 origins of the name	4 the present day

### Skills Check 2

#### Making notes

- Make sure you record:
 

names	dates	places	numbers
-------	-------	--------	---------

#### The Novel

A novel is a long story. Most novels have more than 40,000 words.

The name comes from the Italian word *novella*. The word means 'new'.

There were long stories in Ancient Greece in about 500 BCE. Perhaps the first novel was *The Education of Cyrus*.

Over 5,000 new novels appear every year in the USA.

#### The Walkman

A Walkman is a personal cassette or CD player. You listen to music through headphones.

The name comes from two English words, *walk* and *man*. You can walk and listen to the cassette or CD.

The Japanese company, Sony, made the first Walkman in 1979.

There are more than 300 million Walkmans in the world.

#### Tennis

Tennis is a ball game for two or four people.

The name comes from the French word *tenez*. The word means 'hold'.

Major Wingfield played the first game of modern tennis in 1873 in Britain. However, there was a much older game. It was called 'royal tennis'. It started in France in the 12th century.

Sixty million people play tennis worldwide.

#### Chess

Chess is a game for two players. You use a board with 64 black and white squares.

The name comes from the Persian word for 'king' – *shah*.

The game appeared in India in about 600 CE.

There are over 550 million chess players worldwide.



#### Films

A film is a story at the cinema.

The name comes from the film in the camera. In the USA, films are called *movies* because the pictures move.

William Friese Greene made the first film in 1889 in Britain. However, the American, Thomas Edison, showed the first film to people in 1891. People started making films in Hollywood in about 1910.

India now makes about 800 films every year. This is more films than Hollywood.

#### Surfing

Surfing is a kind of skiing on the sea. You ski on waves to the beach.

The name comes from the word *surf*. It means 'the waves near the coast'.

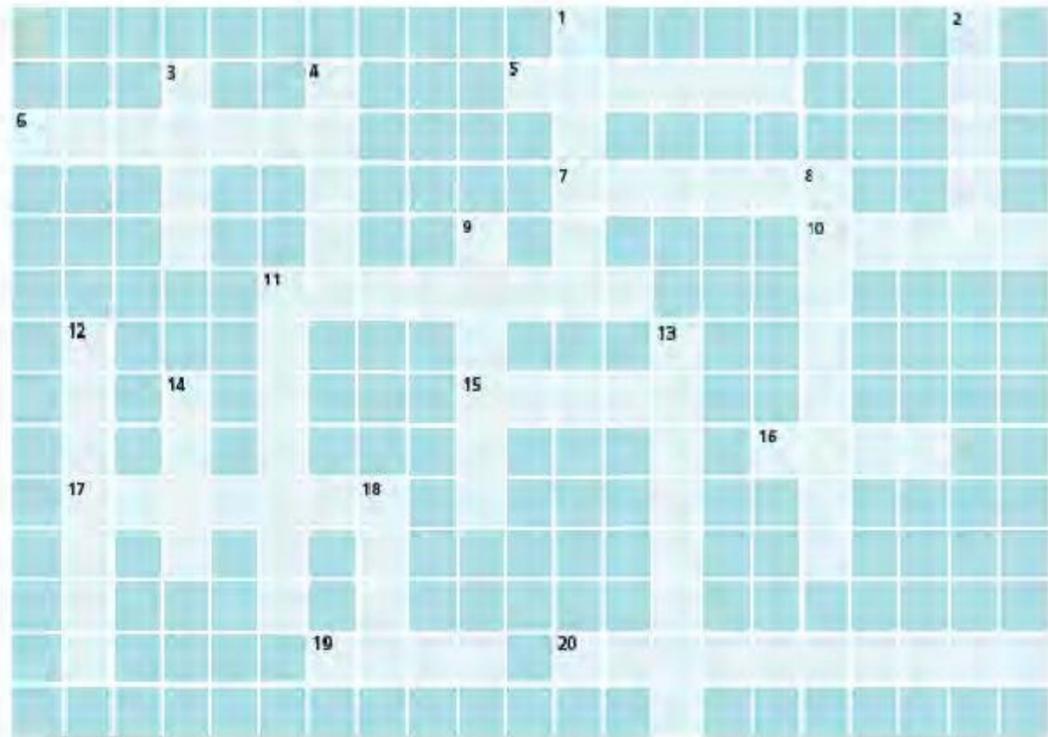
The sport probably started in Hawaii in 1400 or 1500 CE. In 1915, Duke Kahanamoku, a Hawaiian, took the sport to the USA and Australia. The sport arrived in Europe in the 1950s.

There are over 3,000 good surfing beaches worldwide.

## Lesson 7: Writing

- A** Each word can end in two ways. Copy and complete to make the country (C) and the nationality (N).

	C	N
1 Engl...	and	ish
2 Fr...		
3 Gree...		
4 Ind...		
5 Brit...		
6 Jap...		
7 Austra...		
8 Amer...		



- B** Do the crossword.

- C** Correct and complete the text. ↓

- Change lower case letters to capitals, as necessary.
- Use a verb from the box in the correct form for each space. You can use the same verb more than once.

be   come   play   put   write

basketball \_\_\_\_\_ a kind of ball game. you \_\_\_\_\_ it in two groups of five players.

the name \_\_\_\_\_ from two english words: *basket* and *ball*. you \_\_\_\_\_ the ball into a basket to get points.

in 1891, a canadian, dr james naismith, \_\_\_\_\_ the rules of the game. students in springfield, massachusetts, \_\_\_\_\_ the first game on january 20th, 1892.

four hundred million people \_\_\_\_\_ basketball worldwide.

- D** Make notes about basketball in the table.

Definition	
Origins of name	
History	
The present day	

### Across

- Do you watch films on the television, or do you go to the ...?
- There's a Shakespeare play on at the ...

7



- Do you ... television a lot?
- I hate going ... I don't spend a long time at the mall.
- I'm listening to a play on the ...
- There's a new ... on at the cinema.
- You can watch football here.
- Can you ... chess?
- What's on ... this evening?

### Down

- Do you want to ... to my new CD?
- I'm listening to ... on my mp3.
- You need it for football and tennis.
- My house is near the ... I go surfing and swimming every day.

8



- For example, football, tennis, swimming.
- A kind of skiing on the sea.
- Not work.
-  A kind of football.
- What kind of books do you ...?
- I always go shopping at the ... on Thursdays.

- E** Cover the text. Write five sentences about basketball from your notes.

## Lesson 8: Writing

Surfing is a kind of skiing on the sea.

A novel is a long story.

A film is a play at the cinema.

The name comes from the Persian word for 'king' – *shah*.

### A Study the extracts. ↗

- 1 Find and highlight all the nouns.
- 2 What words appear in front of each noun?
- 3 Read the Skills Check. Find and **circle** the noun phrases in the extracts.
- 4 Find one more noun phrase of each kind in the extracts. Write it in your notebook.

### B Some nouns in the text are highlighted. ↓

- 1 Choose one or more words from the table to complete each noun phrase.
- 2 Write the word(s) in the space. Use capital letters, if necessary.

a	first	Indian
an	2,000	real
the	37	great
–	20,807	longest-running

The game appeared in India in about 600 CE.

However, there was an older game.

Tennis is a ball game for two or four people.

The Japanese company, Sony, made the first Walkman in 1979.

Major Wingfield played the first game of modern tennis in 1873 in Britain.

There are 550 million chess players worldwide.

Over 5,000 new novels appear every year in the USA.

### Skills Check

#### The noun phrase

Noun phrase			
Article	Number	Adjective	Noun
–	–	–	tennis
a	–	–	novel
the	–	–	name
a	–	long	story
the	–	Persian	word
the	first	–	mp3
–	550 million	chess	players

\_\_\_\_\_ **play** is \_\_\_\_\_ **story** at \_\_\_\_\_ **theatre**.

\_\_\_\_\_ **name** comes from \_\_\_\_\_ **word** for 'take part in' – *dleg*.

There were \_\_\_\_\_ **theatres** in Ancient \_\_\_\_\_ **Greece** before the 6th century

BCE. However, there were no \_\_\_\_\_ **plays** at that time. \_\_\_\_\_ **people** told

\_\_\_\_\_ **stories**, but they did not pretend to be other people. \_\_\_\_\_ **things**

changed on 23rd November, 534 BCE. On that day, Thespis, a Greek, became a person in

\_\_\_\_\_ **story**. He was \_\_\_\_\_ **actor**. \_\_\_\_\_ **years** later,

Shakespeare wrote about \_\_\_\_\_ **plays** in English.

The \_\_\_\_\_ **play** in the world is *The Mousetrap* by Agatha Christie. It opened in 1952 in

\_\_\_\_\_ **theatre** in London. On 25th November, 2002, it completed \_\_\_\_\_ **performances**.

## Lesson 9: Vocabulary

### A Read the sentences.

She is watching television.

I hate playing sports.

- 1 What is the connection between them?
- 2 What is the difference between them?

### B Study these patterns.

Example verb	-ing form	Other example
go	going	_____
read	reading	_____
watch	watching	_____
swim	swimming	_____
play	playing	_____
write	writing	_____

- 1 What are the rules?
- 2 Where does each verb in the box go?

begin do drive sail say work

### C Read the Skills Check and check Exercise B.

### D Make a phrase with words from each column.

Example: *go shopping at a mall*

<del>go</del>	a novel	<del>at a mall</del>
play	a play	at a stadium
listen to	football	at a theatre
read	music	at home
go to	television	by Jane Austen
watch	<del>shopping</del>	on an mp3 player

### E Choose three phrases. Write one true sentence for each in your notebook.

Example: *I go shopping at a mall every Saturday.*

### F Look at the wordsearch.

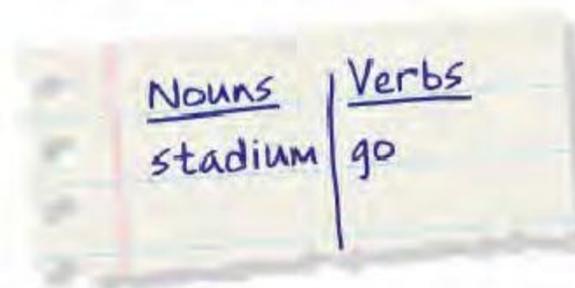
- 1 Find 15 words connected with leisure. Read ⇒, ⇐, ↗ or ↘. Circle the words.
- 2 Copy the words into a table in your notebook. Write the words in two columns: *Nouns* and *Verbs*.

### Words with -ing

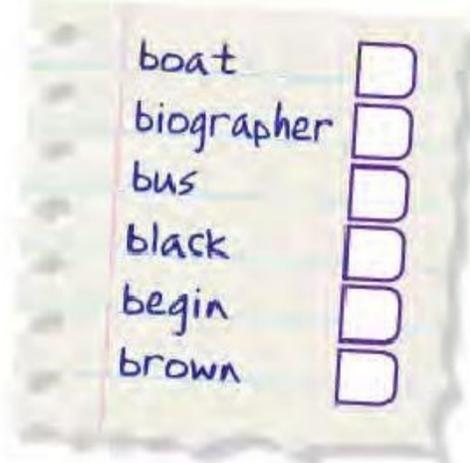
- We use words ending in *-ing*:
  - to make the present continuous tense.  
**Example:** He is **reading** a novel at the moment.
  - to make verbs into nouns.  
**Example:** I like **reading**.
- There are spelling rules for making *-ing* words.

Verbs ending in ...	Verb	Noun
V	go	going
VVC	read	reading
CC	watch	watching
VC	swim	swimming
-y	play	playing
C + e	write	writing
-ee	see	seeing

k	y	m	n	q	t	h	e	a	t	r	e	l	g	t
j	t	l	z	w	k	w	s	p	o	r	t	s	y	l
g	v	g	s	w	i	m	m	i	n	g	m	a	n	x
j	t	n	k	r	b	f	g	u	m	m	l	y	y	z
r	a	d	i	o	t	n	i	r	s	p	n	g	t	g
n	g	o	y	t	i	l	l	l	f	i	n	z	l	v
v	c	r	f	f	e	l	e	o	m	i	c	l	y	s
s	n	w	r	m	a	l	t	i	p	x	l	l	i	m
v	t	u	a	b	r	n	e	p	s	a	l	n	r	z
m	s	a	t	t	e	e	o	v	b	u	n	r	l	k
x	t	o	d	t	c	h	a	c	i	e	r	n	t	f
l	o	z	s	i	s	h	d	d	t	s	y	e	h	r
f	n	i	b	p	u	v	b	k	h	k	i	r	r	x
q	l	l	p	l	f	m	b	m	a	l	l	o	n	y
h	n	p	b	e	a	c	h	r	y	l	m	r	n	k



## Lesson 10: Vocabulary



### A Read the list of words top left.

- 1 The word *answer* is in the wrong place. Why?
- 2 Read Skills Check 1 and check.
- 3 Copy the list of words in the correct order.

### B Read the list of words top centre.

- 1 Number the words in alphabetical order.
- 2 Write the words in alphabetical order.

### C Think of words to complete the list top right.

### D Which is the odd one out in each row? Why?

- 1 England    Poland    Switzerland    Ireland
- 2 Kuwait    Israel    Egypt    Pakistan
- 3 India    China    Indonesia    Australia
- 4 Portugal    France    Japan    Vietnam

### E Read Skills Check 2 and check.

### F Circle the correct underlined word.

- 1 The name comes from the Italy / Italian word *novella*.
- 2 The game appeared in India / Indian in 600 CE.
- 3 The word is from a France / French word *tenez*.
- 4 An English / Englishman made the first film.

### G What language do these people speak?

- 1 The people of Mexico
- 2 The people of Greece
- 3 The people of Brazil
- 4 The Swiss people
- 5 The Irish people
- 6 The Austrian people

### Skills Check 1

#### Alphabetical order (2)

- Entries in dictionaries are in alphabetical order.  
**Examples:** actor    begin    car
- What happens if two words begin with the same letter? The words are in the order of the second letter.  
**Examples:** actor    adult    afternoon

### Skills Check 2

#### Reading and writing nationalities

- Nationality words in English usually come from country words.

**Examples:**

Country	Nationality
England	English
Australia	Australian
Italy	Italian
Pakistan	Pakistani
Japan	Japanese

- We can use nationality words as adjectives.  
**Examples:**  
He is **English**. She is a **French** woman.
- We can sometimes use nationality words as nouns.  
**Example:**  
Thomas Edison, an **American**, showed the first film.
- The nationality word is usually the name of the language.  
**Example:**  
The **German** people speak **German**.

## Lesson 11: Grammar

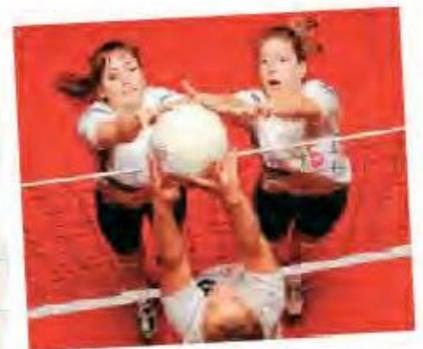
**A** Read the sentences. **Circle** the correct word or phrase in each case.

1	What are you	do? doing?	
2	Do Are	you listening to me?	
3	I am	read reading	a book.
4	She	shopping is shopping	at the mall.
5	There is a man	is listening to listening to	an mp3 player.
6	I love	play playing	tennis.
7	What about	watching to watch	football?
8	How do you	spend do	your leisure time?
9	Just Only	under 250 million people play football worldwide.	
10	There are	new 5,000 5,000 new	novels in the USA every year.

**B** Study the notes on volleyball. Write a short encyclopedia article.

Volleyball	
Definition	ball game = 2 groups, 6 players popular with m. and w.
Origin of name	Eng. = 'volley' (hit in air) + 'ball'
history	1895 William G. Morgan (Am.) wrote rules 1st game = 09/02/1895
The present day	>30 m. worldwide

Volleyball is ...



## Lesson 12: Grammar

### A Look at Table 1.

- 1 Complete the table.
- 2 Write three true sentences in your notebook about the people in the classroom.

### B Look at Tables 2a and 2b.

- 1 Study the questions in 2a.
- 2 Complete the answers in 2b.
- 3 Work in pairs. Ask and answer some Yes/No questions.

### C Work in pairs.

**Student 1:** You phone your friend.  
He/She is not listening to you. What is he/she doing? Ask some questions.

**Student 2:** Your friend phones you.  
You are doing something, e.g., watching television. Answer your friend's questions.

Are you watching television?

No, I'm not.

### D Look at Table 3.

- 1 Study the table.
- 2 Cover the table and write three questions in your notebook. Use *What*, *Where* and *Why*.

### E Look at Table 4.

Write three true sentences. Use the pattern from Table 4.

### F Study these sentences. We can use these patterns to describe a picture.

There is a man.

He is shopping at the mall.

- 1 How can we join the sentences to make one sentence?
- 2 Check with Table 5.
- 3 Find three pictures in this book. Write one sentence for each picture. Use the pattern from Table 5.

Table 1: Sentence pattern 35

S	V	O	Other
I	_____	_____	a novel
He	_____	_____	a play
They	_____	_____	football
Pascale	_____	_____	a letter
Bob and Di	_____	_____	a bus

at the moment.

Table 2a: Sentence pattern 36

V	S	V	O	Other
Are	you	listening to	the radio	?
Is	she	watching	tennis	
Are	they	watching	television	

Table 2b: Sentence pattern 37

Yes/No	S	V
Yes,	I	_____
	she	_____
	they	_____
No,	I	_____
	she	_____
	they	_____

Table 3: Sentence pattern 38

Q word	V	S	V	Other
What	are	you	doing	?
Where	is	she	going	
Why	are	they	leaving	

Table 4: Sentence pattern 39

S	V	O <sub>1</sub>	O <sub>2</sub>
I	love	reading	novels.
	like	listening to	music.
	don't like	going	shopping.
	hate	watching	tennis.

Table 5: Sentence pattern 40

There	V	N	Other
There	is	a man	shopping at the mall.
	are	50 people	watching a play.

# UNIT 10 Nutrition and Health

## Lesson 1: Listening

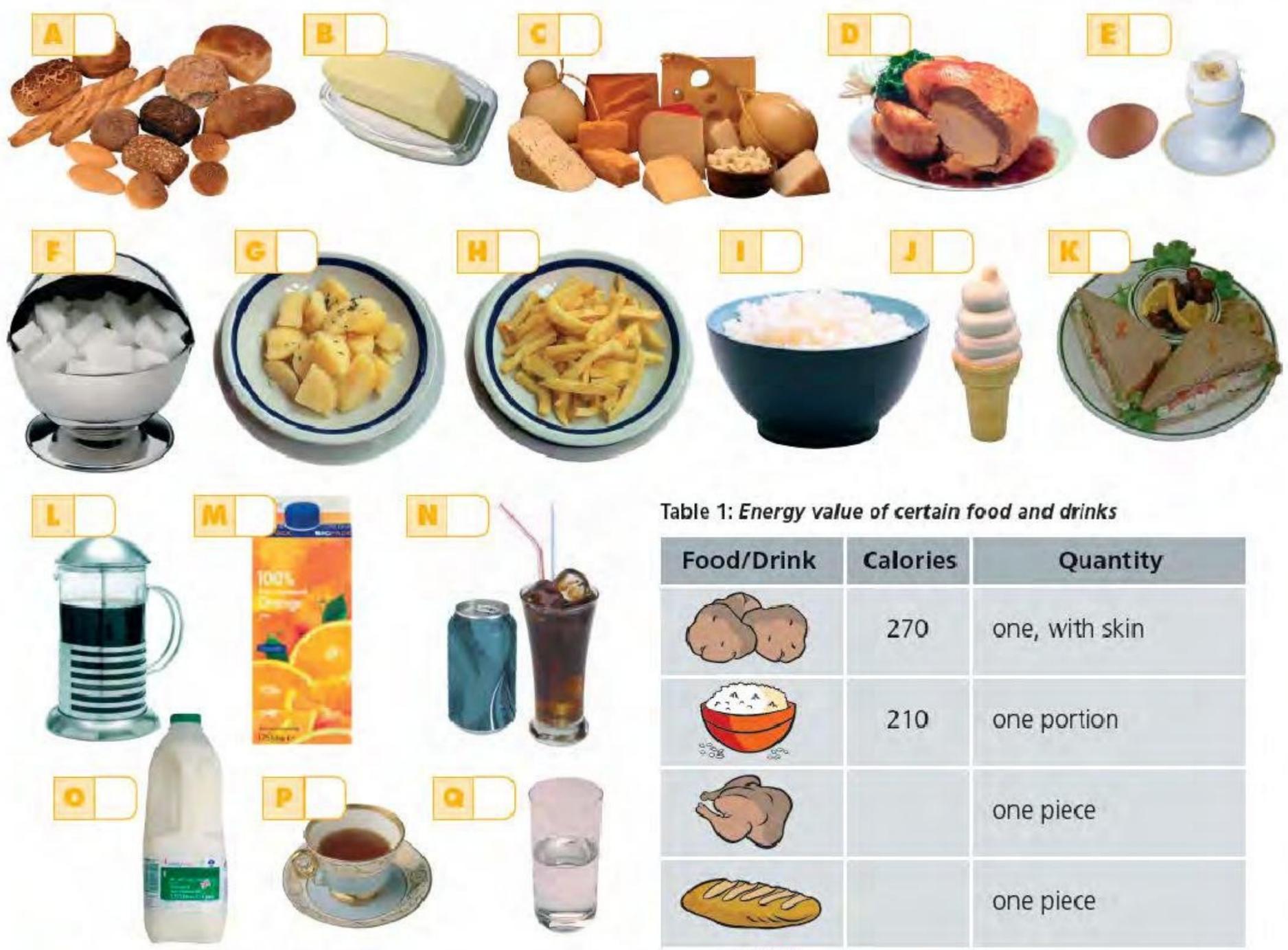


Table 1: Energy value of certain food and drinks

Food/Drink	Calories	Quantity
	270	one, with skin
	210	one portion
		one piece
		one piece
		one cone
		one glass
	125	one piece
		one can
	90	one
		on one piece of bread
		one spoon

- A** Listen and circle or box. ↑
- B** 3.28 Listen and point.
- C** 3.29 Listen and answer.
- D** 3.30 Listen and complete the table.
- E** Ask and answer about items in the table.

How many potatoes do you eat every day?

How much rice do you eat?

Maybe three or four.

Perhaps two portions.

## Lesson 2: Listening



### A Look. ↑

- 1 What is the group word for each kind of food?
- 2 Which kinds of food above give you energy?
- 3 What other kinds of food give you energy?
- 4 🎧 3.31 Listen and write.
- 5 Remember and number the kinds of food.

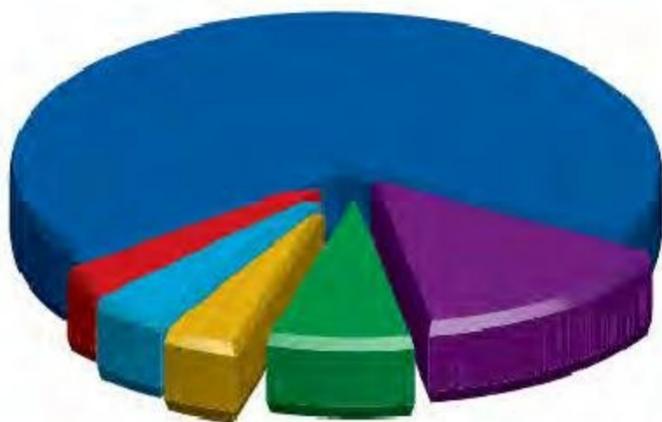
### B 🎧 3.32 Listen and complete Table 1.

Table 1: Average daily calorie consumption by food source

	Calories
cereals	
sugar	232
potatoes	
vegetables	75
fruit	
milk	30
<b>Total</b>	

### C 🎧 3.33 Listen and label Figure 1.

Figure 1: Average daily calorie consumption by food source



### Skills Check 1

#### Listening for examples

- Lecturers often give examples of new words. If you do not understand a new word, listen for any examples. Perhaps they will help you to understand.

**Example:**

The biggest source of energy is **cereals**.

**Cereals** are kinds of **food**, like **bread**, **pasta** and **rice**.

### Skills Check 2

#### Hearing /u:/ and /ʊ/

🎧 3.34 Listen. Tick (✓) the correct column.

	/u:/ (food)	/ʊ/ (good)
fruit		
blue		
book		
cook		
could		
do		
juice		
look		
new		
sugar		
would		

What about these words?  
*build, our, does, go*

## Lesson 3: Speaking



**A** Look at the pictures for two minutes.

- 1 Cover the pictures.
- 2 Name the food items.
- 3 Name the drinks.
- 4 Are there any vegetables in the picture? What about fruit?

**B** Look at each conversation.

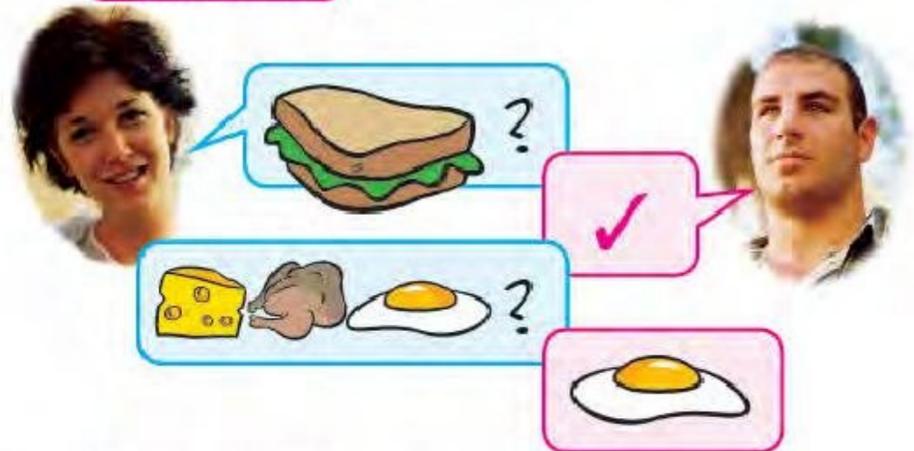
- 1 What are they saying?
- 2 3.35 Listen and check.
- 3 3.36 Listen and answer.
- 4 Ask and answer in pairs.

**C** Work in pairs.

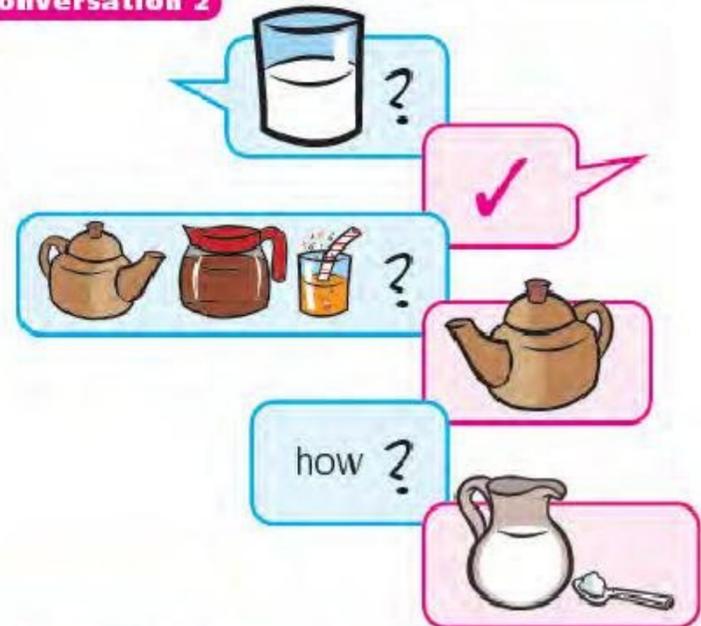
**Student 1:** Offer your partner a drink.  
Choose some food.

**Student 2:** Choose a drink.  
Offer your partner some food.

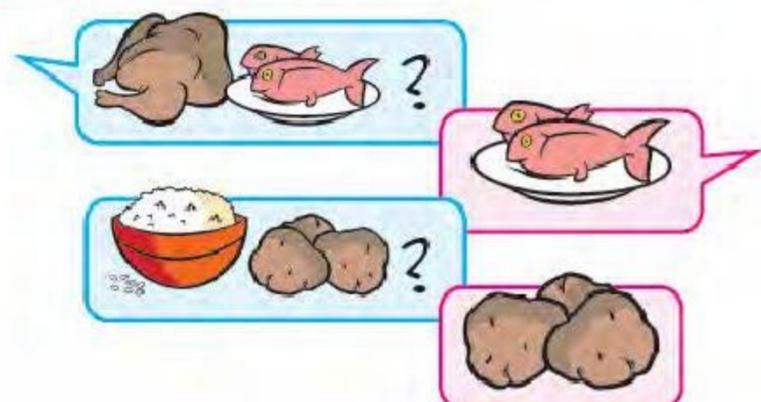
**Conversation 1**



**Conversation 2**



**Conversation 3**

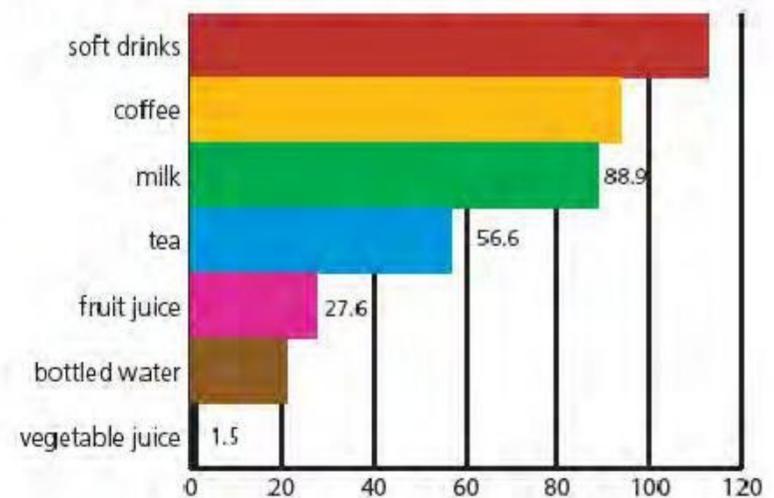


## Lesson 4: Speaking

Table 1: Consumption of drinks, Canada, 1997

Amount per person p.a.	
Drink	Litres
soft drinks	112.6
coffee	93.7
milk	
tea	
fruit juice	
bottled water	21.4
vegetable juice	
<b>Total</b>	<b>402.3</b>

Figure 1: Consumption of drinks, Canada, 1997



**A Study Table 1 and Figure 1.**

- 1 Answer the questions.
- 2 Ask and answer to complete. Work in pairs

**Student 1:** Cover Figure 1. Ask Student 2 for the missing information.

**Student 2:** Cover Table 1. Ask Student 1 for the missing information.

How much tea did Canadians drink in 1997?

Fifty-six point six litres. How many soft drinks did they have?

**B Work in groups of four.**

- 1 Ask each other questions to complete the chart below.
- 2 Make a bar chart from the answers.

Drink	S1	S2	S3	S4	Total
soft drinks					
coffee					
milk					
tea					
fruit juice					
bottled water					
vegetable juice					

### Skills Check 1

#### Doing research

- Make a chart before you start asking research questions.

**Example:**

Drink	S1	S2	S3	S4	Total
soft drinks	4	3	0	5	12

### Skills Check 2

#### Saying /u:/ and /ʊ/

Say each group of words.

/u:/	/ʊ/
fruit	good
juice	cook
to	look
food	would
do	could

## Lesson 5: Reading

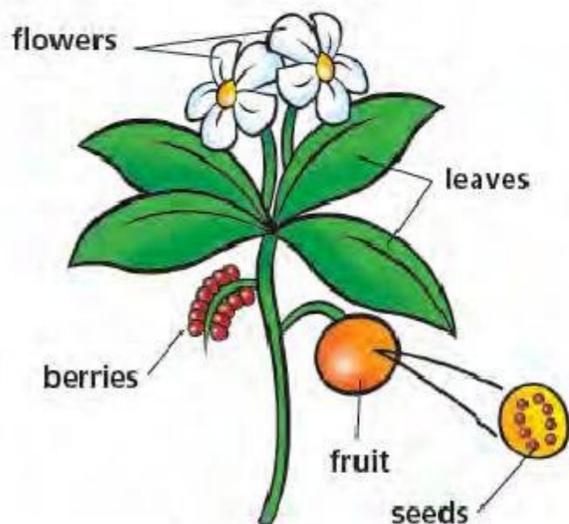
**A** Find a connection between each group of words.

- |              |          |        |
|--------------|----------|--------|
| 1 bread      | butter   | eggs   |
| 2 coffee     | milk     | sugar  |
| 3 vegetables | fruit    | juice  |
| 4 coffee     | tea      | juice  |
| 5 milk       | butter   | cheese |
| 6 chicken    | potatoes | rice   |
| 7 ice-cream  | milk     | sugar  |

**B** In this theme, you are going to read about plants.

- 1 Study Figure 1.
- 2 Close your book. Draw and label a diagram of a plant.

Figure 1: *The main parts of a plant*



**C** The texts on page 123 are from an encyclopedia. Do not read them. Scan and find ...

- 1 eight countries
- 2 six continents
- 3 four nationalities
- 4 one name
- 5 two towns/cities
- 6 ten dates

**D** The texts on page 123 have the same structure. There are four main topics. Read Skills Check 1 and follow the advice.

## Lesson 6: Reading

**A** What do you know about coffee and tea?

- 1 What part of the plant do you use to make each drink?
- 2 Where do the names *coffee* and *tea* come from?
- 3 Where did each drink first appear?
- 4 When did each drink first appear?
- 5 Where does each plant grow today?

**B** Work in pairs. Read one text each. ⇨

- 1 Find answers to the questions in Exercise A.
- 2 Draw lines with dates on the world map on page 123 to show the spread of the drink. Make notes of other important information.
- 3 Cover the texts. Exchange information.

### Skills Check 1

#### Marking text (2)

- One text often has several topics.
  - Draw a line between topics.
  - Write the topic of each section in the margin.
- Remember! Marking helps with active reading.

### Skills Check 2

#### Doing research (2)

- Do research with a partner or with a group of people. Read some of the information each. Make notes. Report back to your partner/group.

### Skills Check 3

#### Using maps

- Learn to draw a sketch map of the world.
- Label the map as you read.



# Coffee

Coffee is a kind of hot drink. It is made from the berries of a small bush. The name comes from *Kaffa*, a town in Ethiopia.



There is a story about the first cup of coffee. In about 850 CE, an Ethiopian man called Kaldi had some goats. They ate some berries from a bush. Then they started jumping up and down. Kaldi made the berries into a drink. He drank it. Suddenly, he was full of energy. He told everyone about the new drink. Coffee became very popular in the Arab World.

In the 16th century, Arabs brought coffee to Europe. The first coffee house in London opened in 1652. British people took coffee to America in the 1690s.

At first, coffee only came from Yemen. Then, at the end of the 17th century, people took some bushes to Indonesia. At the beginning of the 18th century, sailors took some bushes to South America.

Coffee grows now in Central and South America, Africa and Indonesia. ■

# Tea

Tea is a kind of hot drink. It is made from the leaves of a small bush. The name comes from a Chinese word, *thai*.



There is a story about the first cup of tea. In about 2700 BCE, the ruler of China felt tired. He sat down under a tree. He boiled some water to drink. Some leaves fell from the tree into the pot. He drank the water. Suddenly, he didn't feel tired anymore.

It was 3,000 years before the drink became popular in China. In 800 CE, the Chinese took some bushes to Japan. Tea arrived in Europe at the beginning of the 18th century. In the 1820s, people found tea bushes in Burma (now Myanmar) and India. The British took some bushes to Sri Lanka.

Now there are tea bushes in countries in Asia, Africa and South America. ■



## TEA AND COFFEE AROUND THE WORLD



## Lesson 7: Writing

**A** Can you add *s/es* to these words? Write the plural in your notebook or leave the word.

- |            |              |
|------------|--------------|
| 1 juice    | 8 rice       |
| 2 potato   | 9 meat       |
| 3 fruit    | 10 bread     |
| 4 tea      | 11 coffee    |
| 5 butter   | 12 vegetable |
| 6 egg      | 13 water     |
| 7 sandwich | 14 milk      |

**B** Do the crossword.

**C** Complete this text with a suitable article. Do you need *a*, *an*, *the* or *-* in each space?

Coca-Cola is \_\_\_\_ kind of \_\_\_\_ cold drink. The name comes from two plants. At first, it was made from \_\_\_\_ leaves of \_\_\_\_ coca bush and \_\_\_\_ fruit of \_\_\_\_ kola bush.

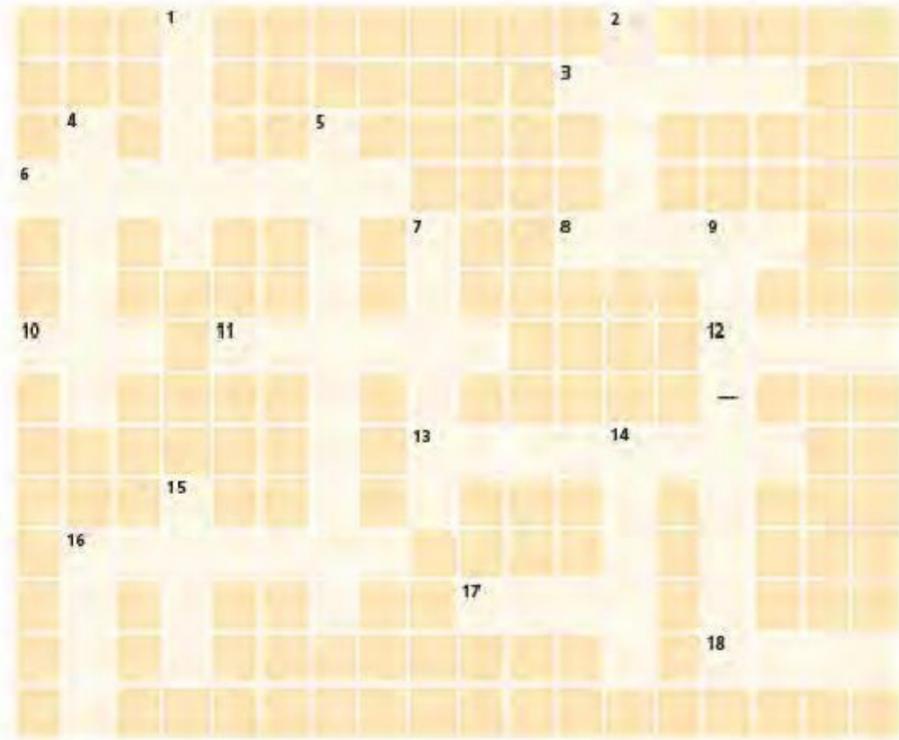
In 1883, \_\_\_\_ man called Angelo Mariana made \_\_\_\_ coca drink. Three years later, on May 8th, 1886, \_\_\_\_ American, Dr John Pemberton, took \_\_\_\_ drink and added \_\_\_\_ kola fruit. \_\_\_\_ doctor started selling \_\_\_\_ drink \_\_\_\_ year later. In \_\_\_\_ first year, he sold \$50 worth of \_\_\_\_ Coca-Cola, but he spent just under \$74 on \_\_\_\_ advertising.

In 1888, another American, Asa Candler, bought Pemberton's company. He said \_\_\_\_ drink was good for \_\_\_\_ headaches. In \_\_\_\_ next 25 years, Candler made \$50 million from \_\_\_\_ Coca-Cola drink.

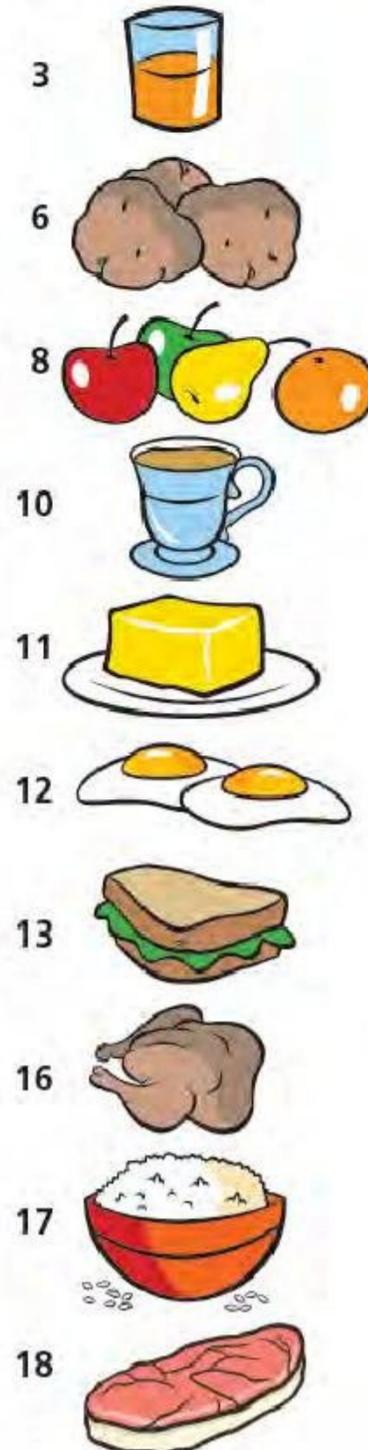
Coca-Cola is \_\_\_\_ most popular soft drink in \_\_\_\_ world. Every year, \_\_\_\_ company sells nearly 10 million litres.

**D** Make notes about Coca-Cola.

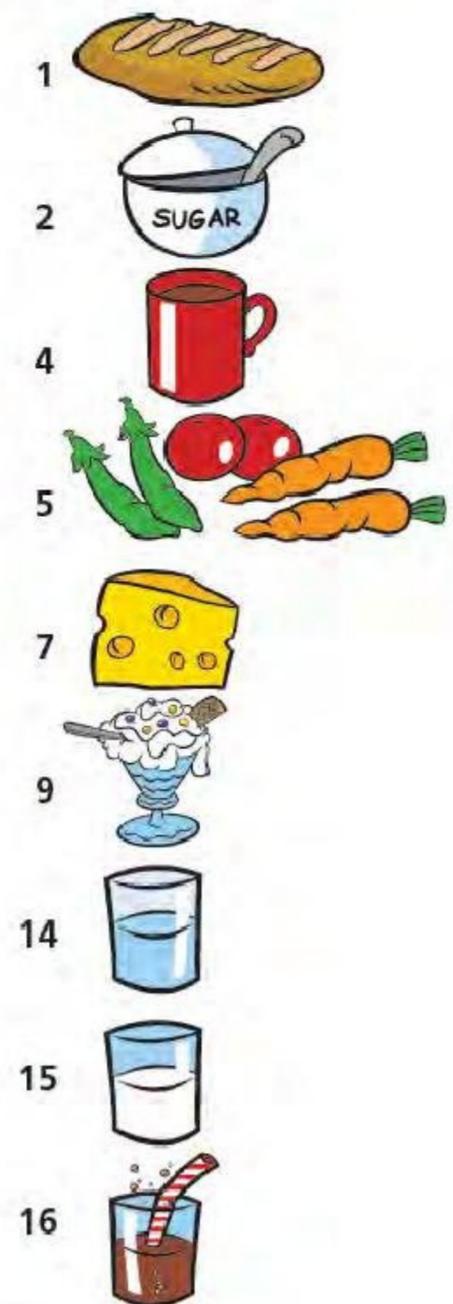
**E** Cover the text. Write five sentences about Coca-Cola from your notes.



Across



Down



## Lesson 8: Writing

In about 850 CE, an Ethiopian called Kaldi had some goats. The goats ate some berries from a bush and started jumping up and down. The man picked some berries and made them into a drink.

Coffee grows now in Central and South America, Africa and Indonesia.

A Chinese ruler sat down under a tree. The man boiled some water in a pot. Some leaves fell from the tree into the pot. He drank the water.

In 800 CE, sailors took some bushes to Japan.

Tea arrived in Europe at the beginning of the 18th century.

### A Study the extracts. ↑

- 1 Find and highlight all the nouns.
- 2 Read Skills Check 1.
- 3 Circle the countable nouns, and box the uncountable nouns in the extracts.

### B What can you use in front of each kind of noun?

- 1 Make a list of words.
- 2 Read Skills Check 2 and check.

### Skills Check 1

#### Nouns

- There are two kinds of noun:

Countable	Uncountable
eggs vegetables goats	water rice tea

- Every time you write a noun, think:  
*Is this noun countable?*

### Skills Check 2

#### Countable and uncountable nouns

Singular			
	Countable		Uncountable
a	drink	–	water
	sandwich	some	tea
the	goat	the	coffee
Plural			
	–		drinks
	some		sandwiches
	the		goats

## Cocoa



Cocoa, or hot chocolate, is \_\_\_ **kind** of hot drink. It is made from \_\_\_ **seeds** of \_\_\_ **tree**.

\_\_\_ **names** come from a Mayan word, *xocolatl*.

\_\_\_ **Mayans** lived in Mexico from 2000 BCE to 1524 BCE. They made \_\_\_ drink from \_\_\_ **seeds** in about 1500 BCE. They believed \_\_\_ **drink** gave them \_\_\_ **knowledge**. They took it to Central America in about 600 CE.

Christopher Columbus had \_\_\_ **cocoa**

in 1502, in the West Indies. \_\_\_ **sailors** from Spain took the drink back home in 1544. They added \_\_\_ **sugar** to it. It became popular with \_\_\_ **people** in many countries. The first chocolate house opened in London in 1657.

There are now \_\_\_ **bushes** in West Africa, Indonesia and Brazil. Hot chocolate drinks are very popular with young **people** in many countries. \_\_\_ people buy nearly 900 million kilograms of \_\_\_ cocoa **drinks** every year.

## Lesson 9: Vocabulary

### A Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Explain it to Student B and C.

300 BCE	The past  The present
200 BCE	
_____	
0 BCE	
100 CE	
_____	
300 CE	

### B Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Explain it to Student A and C.

1400–99	the 15th century
1500–99	the 16th century
1600–99	_____
1700–99	the 18th century
_____	the 19th century
1900–99	the 20th century
2000–99	the 21st century

### C Look at the table below.

- 1 Find the pattern.
- 2 Complete the table.
- 3 Explain it to Student A and B.

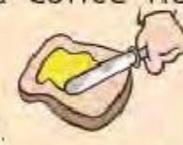
1900–09	the 1900s
1910–19	the 1910s
1920–29	the 1920s
1930–39	_____
1940–49	the 1940s
1950–59	the 1950s
_____	the 1960s

### D What's next?

1	January	February	_____
2	day	week	_____
3	northeast	east	_____
4	tenth	eleventh	_____
5	village	town	_____
6	thousand	million	_____
7	hate	like	_____
8	milk	butter	_____

### Skills Check

#### Countable or uncountable?

- What is an uncountable word?
  - Something you can pour.  **Examples:** water juice milk tea coffee rice
  - Something you can spread.  **Examples:** butter honey jam
  - Something you can cut then eat. **Examples:** cheese bread meat fish chicken
  - Something you cannot see. **Examples:** knowledge music reading

### E Study the words in the box.

- 1 Make two groups.
- 2 Read the Skills Check and check.

cloud egg island juice map milk  
novel rice sandwich sugar tea water

### F Is each word in the box countable or uncountable?

oil margarine lamb salt love (n)

### G Look at the wordsearch.

- 1 Find the hidden phrase in the first two lines.
- 2 Find 20 words connected with the hidden phrase. Read →, ↘ or ↙. **Circle** the words.
- 3 Write the words in your notebook under three headings: *Countable nouns*, *Uncountable nouns*, *Verbs*.

n	u	t	r	i	t	m	i	o	<b>j</b>	<b>u</b>	<b>i</b>	<b>c</b>	<b>e</b>	n
a	n	d	h	e	a	l	e	t	h	d	t	k	g	w
n	v	c	o	f	f	e	e	a	m	f	r	z	p	r
l	r	m	k	d	b	d	k	a	t	f	t	i	k	g
m	q	k	g	x	p	c	e	z	m	a	o	b	n	x
m	c	e	g	g	d	r	m	j	e	c	r	o	m	k
f	k	h	r	a	c	f	r	b	d	a	m	w	d	c
b	v	w	e	-	c	t	r	v	g	k	p	k	n	m
p	k	r	e	e	m	r	e	u	r	i	c	e	n	q
n	b	c	j	m	s	j	s	a	i	m	x	e	k	o
l	i	k	r	j	t	e	r	l	z	t	k	l	t	k
v	e	g	e	t	a	b	l	e	h	c	i	a	x	m
s	a	n	d	w	i	c	h	s	i	m	t	k	b	h
b	u	t	t	e	r	g	i	h	g	o	x	p	r	c
d	n	y	t	r	v	f	c	q	p	x	b	m	y	b

## Lesson 10: Vocabulary



### A Read the list of words top left.

- 1 The word *drink* is in the wrong place. Why?
- 2 Read Skills Check 1 and check.
- 3 Copy the list of words in the correct order.

### B Read the list of words top centre.

- 1 Number the words in alphabetical order.
- 2 Write the words in alphabetical order.

### C Think of words to complete the list top right.

### D Study the words in the list below.

- 1 How do you make each word plural?
- 2 How do you say the plural word in each case?
- 3 Read Skills Check 2 and check.

potato	_____
berry	_____
leaf	_____
sandwich	_____
bush	_____

### E Guess the plural form of these words. Check in your dictionary.

tomato	_____
cherry	_____
shelf	_____
dish	_____
peach	_____
knife	_____

### Skills Check 1

#### Alphabetical order (3)

- Entries in dictionaries are in alphabetical order.  
**Examples:** actor begin car
- What happens if two words begin with the same three letters? The words are in the order of the fourth letter.  
**Examples:** drink drive

### Skills Check 2

#### Making countable nouns plural

- We make most countable nouns plural with an **s**.  
**Examples:** egg – eggs drink – drinks
- However, there are some other spelling rules. Look at the end of the noun.

Ending	Rule	Example
-o	+ es	potato – potatoes
-y	<del>y</del> + ies	berry – berries
-f	<del>f</del> + ves	leaf – leaves
-fe	<del>fe</del> + ves	wife – wives
-ch	+ es	sandwich – sandwiches
-sh		bush – bushes
-s		bus – buses
-x		box – boxes

#### Notes:

- 1 We say the plural *s* as /z/ in all these cases.
- 2 After *-ch*, *-sh*, *-s* and *-z* there is an extra syllable = /ɪz/.
- 3 There are exceptions to the *-o + es* rule.  
**Examples:** studios zoos

## Lesson 11: Grammar

**A** Read the sentences. **Circle** the correct word or phrase in each case.

1	I love	the milk. milk.	
2	I hate	egg. eggs.	
3	There	is are	some sugar on the table.
4	Are there	some any	chicken sandwiches?
5	He boiled	some water water	and made a cup of tea.
6	How	much many	water do you drink every day?
7	What kind of	vegetable vegetables	do you like?
8	Would you like	chickens chicken	or fish?
9	Cheese	made is made	from milk.
10	Dickens wrote novels	in in the	19th century.

**B** Study the notes on a drink. Write a short website article.

Pepsi-Cola		Pepsi-Cola is ...
Definition	cold drink	
Origin of name	kola bush	
History	1893 Caleb Bradham (Am.) = new drink with water, sugar and kola fruit = 'Brad's drink' 1898 new name Pepsi-Cola - started selling drink 30,000 in 1st year 1920s - 1930s bad times 1950s success round the world	
The present day	P-C = 2nd to Coca-Cola 7.5 m litres p.a.	

## Lesson 12: Grammar

### A Look at Table 1.

- 1 Think of some more words for S, V and O.
- 2 Write three true sentences in your notebook about the food and drinks you hate or love.
- 3 Make a question with *like*.
- 4 Ask your partner about the food and drinks you hate or love.

### B Look at Table 2.

- 1 Complete the table.
- 2 Make a sketch with five food and drink items on a table.
- 3 Describe your sketch to your partner. Can he/she draw it correctly?

### C Look at Table 3.

- 1 Complete the table.
- 2 Make another sketch with five food and drink items.
- 3 Ask your partner about his/her sketch. When you get a Yes answer, add the food or drink to your sketch.

### D Look at Table 4.

- 1 Study the table.
- 2 Find out about your partner's daily food and drink. Make a table.

### E Look at Table 5.

- 1 Write about the items in the box in the same way. Look up words in a dictionary, if necessary.

bread omelettes milk shakes pasta

- 2 Write about a national dish in your country. What is it made from?

### F Look at Figure 1. What does the flow chart tell you about using articles with countable and uncountable nouns?

Table 1: Sentence pattern 41

S	V	O
I	hate	eggs.
	love	milk.

Table 2: Sentence pattern 42

There	V	Article	O	Other
There	_____	_____	eggs	on the table.
	_____	_____	milk	

Table 3: Sentence pattern 43

V	there	Article	O	Other
_____	there	_____	eggs	on the table ?
_____			milk	

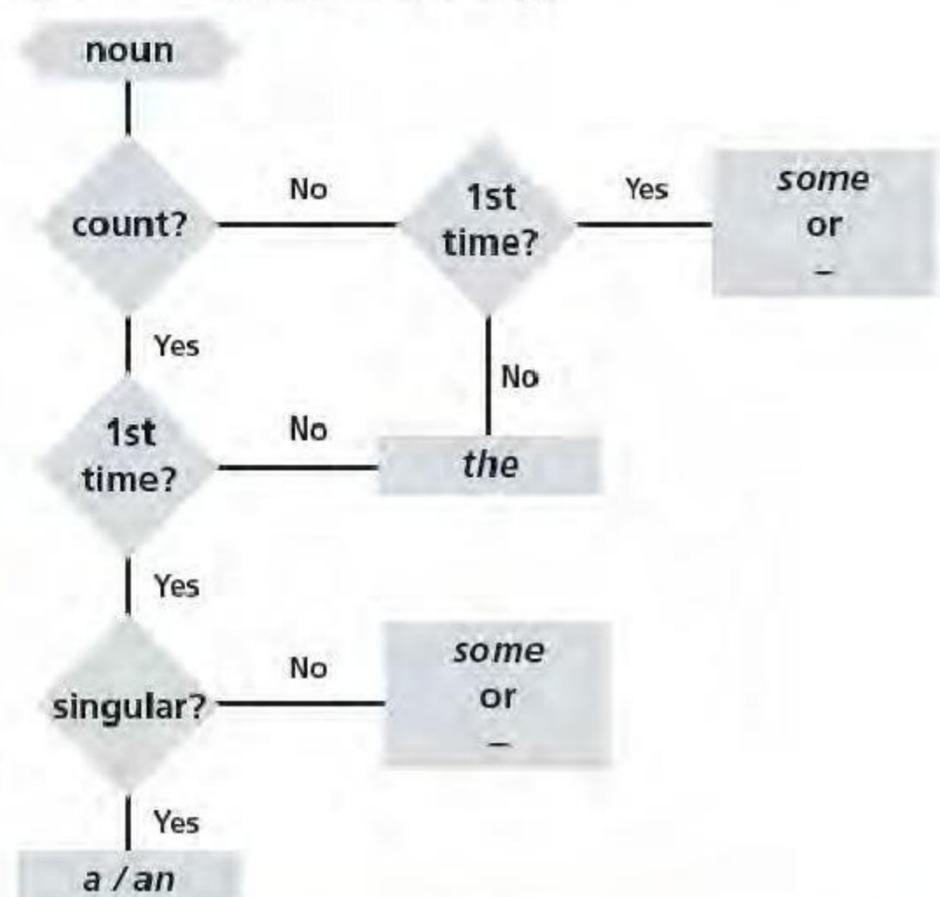
Table 4: Sentence pattern 44

Q word	N	V	S	V	Other
How	much	water	do	you	drink
	many	eggs		eat	

Table 5: Sentence pattern 45

S	V	Prep	N
Butter	is	made	from milk.
Chips	are	made	from potatoes.

Figure 1: 'a / an, some, the' or nothing?



# REVISION 2

## Lesson 1: Listening

### A Listen and match.

1 3.37 Listen and match the extracts 1 – 5 with the unit headings.

Unit 6: **Culture and Civilisation** extract \_\_\_\_

Unit 7: **Technology** extract \_\_\_\_

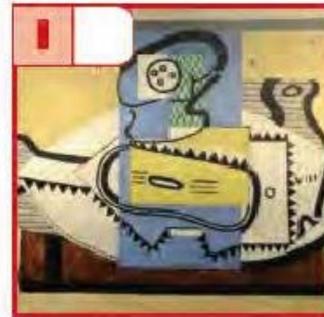
Unit 8: **Art and Literature** extract \_\_\_\_

Unit 9: **Sports and Leisure** extract \_\_\_\_

Unit 10: **Nutrition and Health** extract \_\_\_\_

2 3.38 Listen again and match each extract with the correct picture.

Write the number of the extract in the box on the right.



### B 3.39 Listen and choose.

Listen again and underline the correct option to complete each statement.

- 1 Leo likes *a lot of different sports / only ball games / watching sport on TV.*
- 2 The speaker talks about a picture of *a happy man / a strange man / an unhappy woman.*
- 3 The man speaking has *only a bicycle / only a car / a car and a bicycle.*
- 4 The speaker knows that *hamburgers are made from ham / hamburgers came from Germany / people ate hamburgers a long time ago.*
- 5 The speaker says that *all children go to pre-school / all teenagers take exams / most people live at home until they get married.*

## Lesson 2: Listening

### A Listen and write.

1 3.40 Listen and write the ages you hear. Write figures.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

2 3.41 Listen and write the numbers you hear. Write figures.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

3 3.42 Listen and write the years that you hear.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

### B 3.43 Listen and choose.

Listen and tick (✓) the word described in each line.

1	adult	<input type="checkbox"/>	child	<input type="checkbox"/>	teenager	<input type="checkbox"/>
2	ferry	<input type="checkbox"/>	tram	<input type="checkbox"/>	motorbike	<input type="checkbox"/>
3	bus	<input type="checkbox"/>	taxi	<input type="checkbox"/>	underground	<input type="checkbox"/>
4	architect	<input type="checkbox"/>	sculptor	<input type="checkbox"/>	poet	<input type="checkbox"/>
5	landscape	<input type="checkbox"/>	portrait	<input type="checkbox"/>	still life	<input type="checkbox"/>
6	poem	<input type="checkbox"/>	biography	<input type="checkbox"/>	novel	<input type="checkbox"/>
7	theatre	<input type="checkbox"/>	mall	<input type="checkbox"/>	stadium	<input type="checkbox"/>
8	football	<input type="checkbox"/>	tennis	<input type="checkbox"/>	chess	<input type="checkbox"/>
9	coffee	<input type="checkbox"/>	sugar	<input type="checkbox"/>	rice	<input type="checkbox"/>

### C Think and write.

Use some of the words below to complete the advice about listening.

Write one word in each space.

introduction   topic   example   content   idea   predict

- 1 Before you listen to a lecture, \_\_\_\_\_ some of what the lecturer is going to say.
- 2 Lecturers usually start with a(n) \_\_\_\_\_. This will give you a general \_\_\_\_\_ of what the lecture will be about.
- 3 If you do not understand a new word, listen to see if the lecturer gives a(n) \_\_\_\_\_ to help you.



### D 3.44 Listen and answer the questions.

## Lesson 3: Speaking



### A Look and speak.

Talk about what is happening in the picture.

### B Think and speak.

Choose a famous artist, writer or architect from your country. Look at the points below and make notes. Then tell your partner about your person.

- When and in which city was he/she born?
- Where did he/she live and work?
- What did he/she paint, write or build?
- Why do you like this person's work?

### C Ask and answer.

1 Make questions from the prompts.

- 1 more / boys / more / girls / your / class?
- 2 how / you / get / school / college / morning?
- 3 you / ride / bicycle?
- 4 you / fly / last / year?
- 5 how long / take / you / walk / city centre / your / house?
- 6 what / your / favourite / writer / write?
- 7 what / you / do / leisure / time?
- 8 when / learn / play / your / favourite / sport?
- 9 what / favourite / food?
- 10 you / usually / drink / tea / coffee?

2 Ask and answer the questions in pairs.

### D Say and choose.

Say these pairs of words to a partner. Mark each pair (S) if the vowel sound is the same or (D) if the vowel sound is different.

ask / last

first / work

milk / tea

man / male

show / now

fruit / food

drive / fly

friend / lecture

cook / juice

## Lesson 4: Vocabulary

### A Look.

- 1 Write the words and phrases in the box below under the correct heading. There are four words or phrases in each column.

stadium architecture adult vegetables aeroplane surfing cereal get married  
 motor portrait meet friends poet calories cinema catch a train / bus  
 meat the law novel speed teenagers

Technology	Culture and Civilisation	Art and Literature
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sports and Leisure	Nutrition and Health
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 2 Write one more word or phrase that is important for you in each column.

### B Look and choose.

Circle the word in each line that is different.

- |  |   |
|--|---|
| 1 men / women / children / adults            | 5 tennis / swimming / basketball / football |
| 2 car / bicycle / train / bus                | 6 game / stadium / theatre / mall           |
| 3 painter / novelist / sculpture / architect | 7 bread / rice / egg / sugar                |
| 4 poet / biographer / novelist / sculptor    | 8 chicken / cheese / beef / lamb            |

### C Complete each phrase with the correct preposition.

- 1 go \_\_\_ bus
- 2 get \_\_\_ / \_\_\_ your bicycle
- 3 listen \_\_\_ music
- 4 written \_\_\_ Shakespeare
- 5 a piece \_\_\_ bread
- 6 take sugar \_\_\_ your coffee

## Lesson 5: Reading

### A Before you read.

1 Look at the pictures and match them with the topics.

Technology	<input type="checkbox"/>
Art and Literature	<input type="checkbox"/>
Sports and Leisure	<input type="checkbox"/>
Nutrition and Health	<input type="checkbox"/>



2 Answer these questions.

- 1 Which sport are the people playing? Where is the sport popular? \_\_\_\_\_
- 2 In which country is the fastest train in the world? \_\_\_\_\_
- 3 Who is the artist in the picture? What is his most famous piece of work? \_\_\_\_\_

### B Read and match. Read the three texts and match them with the pictures.

**1** Leonardo da Vinci is best known today as a painter but he was also a writer, a scientist, a mathematician, an architect, a sculptor and a musician. He was one of the most brilliant men that ever lived.

Leonardo was born in 1452 in the small town of Vinci in Italy. His name came from this town – Leonardo 'of Vinci'. He did not have a family name as most people today do. He lived with his grandparents when he was a small boy.

Leonardo was a genius but he did not complete many of his paintings and drawings. He was not always happy with his work. Probably his most famous painting is the Mona Lisa, which is now in La Louvre Museum in Paris.

**2** The fastest train in the world is in China. It travels at an average speed of 394 kilometres per hour. The journey between the city of Wuhan in central China and the city of Guangzhou in the south is 1,068 kilometres. The train takes two hours and forty five minutes to complete this journey.

There are now plans to build 42 high speed train lines around China by the end of 2012. This will help China to become an economic power in the world.

**3** Football, or soccer as the Americans call it, is much more popular in many parts of the world than it is in the USA. In the USA more people enjoy baseball, basketball, American football and ice hockey than they do football.

Baseball is the oldest of all American sports. People started to play professionally in 1869 and it was not until the 1960s that people became really interested in other sports. Now basketball and American football are more popular than baseball but baseball is still called the 'national pastime'.

Children are playing soccer more and more and there is more money in American soccer than ever before. Soon it will be as popular as other sports.

## Lesson 6: Reading

### A Think and speak.

Talk in pairs. What do you remember about the three texts from the last lesson?

### B Read and choose.

Read the three texts again answer the questions (T) true or (F) false.

- 1 Leonardo's family name was da Vinci. \_\_\_
- 2 Leonardo da Vinci did not like some of his work. \_\_\_
- 3 Leonardo da Vinci was in Paris when he painted the Mona Lisa. \_\_\_
- 4 Guangzhou is more than 1,000 km from Wuhan. \_\_\_
- 5 The Chinese want more fast trains. \_\_\_
- 6 The Americans have a different word for football. \_\_\_
- 7 Baseball is the most popular sport in the USA today. \_\_\_
- 8 Young Americans do not want to play football. \_\_\_

### C Read and speak.

Work in groups. Each student chooses one of the texts. Tell the other students what your text is about.

### D Complete this text with the words from the box.

recipe eggs fruit ice snow story

#### Ice cream

Ice cream is a kind of cold sweet. It is made from milk, cream, butter and ① \_\_\_\_\_ . At first, people called the sweet 'iced cream' or 'cream ice'.

The Ancient Greeks knew about a kind of ice cream in the 4th century BCE. They got ice or ② \_\_\_\_\_ from mountains and mixed it with ③ \_\_\_\_\_ . The Ancient Chinese knew about it, too. They mixed ice and milk.

There is a ④ \_\_\_\_\_ that the explorer, Marco Polo, ate ice cream in China in the 13th century. People say that he brought a ⑤ \_\_\_\_\_ for the sweet back to Italy. The sweet became popular in Europe and the United States in the 19th century.

It was difficult to make ice cream in the old days. People needed to use natural ⑥ \_\_\_\_\_ . Then someone discovered a way of making things colder. Ice cream is very popular all over the world today. In 2004, total sales of ice cream in the USA were \$21.4 billion.

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## Lesson 7: Writing

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### A Read and write.

- 1 Look at the answers to the questions about the texts on page 142. Then write the questions. Use the texts to help you.

#### Text A

a \_\_\_\_\_?

In 1452 in a small town in Italy.

b \_\_\_\_\_?

No, it was the name of the town where he was born.

c \_\_\_\_\_?

The Mona Lisa.

#### Text B

d \_\_\_\_\_?

China.

e \_\_\_\_\_?

It takes two hours and forty-five minutes.

f \_\_\_\_\_?

Because it will help China to become an economic power.

#### Text C

g \_\_\_\_\_?

'The national pastime.'

h \_\_\_\_\_?

Soccer.

i \_\_\_\_\_?

In 1869.

- 2 Work in pairs. Read your questions to your partner. Can he or she answer them?

## Lesson 8: Grammar

### A Work in pairs.

- 1 Tick (✓) the correct sentences and cross (✗) the wrong sentences.
- 2 Write the incorrect sentences correctly on the lines below.

- |    |  |                          |
|----|--|--------------------------|
| 1  | Many people go by train to work.                             | <input type="checkbox"/> |
| 2  | At what age can people to get married?                       | <input type="checkbox"/> |
| 3  | Most people stop working at the age of 65.                   | <input type="checkbox"/> |
| 4  | How long time does it take you to get to school?             | <input type="checkbox"/> |
| 5  | I want to drive to college now I am 17.                      | <input type="checkbox"/> |
| 6  | Did you went to the cinema last night?                       | <input type="checkbox"/> |
| 7  | Shakespeare wrote Romeo and Juliet in the sixteenth century. | <input type="checkbox"/> |
| 8  | What did Dostoyevsky write?                                  | <input type="checkbox"/> |
| 9  | When died Queen Victoria?                                    | <input type="checkbox"/> |
| 10 | We had a burger and after went to the cinema.                | <input type="checkbox"/> |
| 11 | There are some boys are playing football in the park?        | <input type="checkbox"/> |
| 12 | I can't help you now. I do my homework.                      | <input type="checkbox"/> |
| 13 | How many apples are there?                                   | <input type="checkbox"/> |
| 14 | Is there any milk on the table?                              | <input type="checkbox"/> |
| 15 | Tea is made from the leaves of a plant.                      | <input type="checkbox"/> |
| 16 | How much water drink you every day?                          | <input type="checkbox"/> |

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## Word Lists: Thematic

### UNIT 1

Education

**answer** (*n and v*)

**ask** (*v*)

**begin** (*v*)

**end** (*v*)

**listen** (*v*)

**question** (*n*)

**read** (*v*)

**right** (*adj*)

**student** (*n*)

**test** (*n and v*)

**write** (*v*)

**wrong** (*adj*)

### UNIT 2

Daily Life

**afternoon** (*n*)

**day** (*n*)

**evening** (*n*)

**first** (*adj*)

**hour** (*n*)

**last** (*adj*)

**month** (*n*)

**morning** (*n*)

**night** (*n*)

**now** (*adv*)

**time** (*n*)

**today** (*n*)

**week** (*n*)

**year** (*n*)

### UNIT 3

Work and Business

**accountant** (*n*)

**bank** (*n*)

**computer** (*n*)

**court** (*n*)

**doctor** (*n*)

**engineer** (*v*)

**factory** (*v*)

**hospital** (*n*)

**hotel** (*n*)

**job** (*n*)

**lawyer** (*n*)

**office** (*n*)

**receptionist** (*n*)

**secretary** (*n*)

**shop** (*n*)

**start** (*v*)

**typist** (*n*)

**want** (*v*)

**work** (*n and v*)

### UNIT 4

Science and Nature

**black** (*adj*)

**blue** (*adj*)

**brown** (*adj*)

**cloud** (*n*)

**cold** (*adj*)

**colour** (*n and v*)

**grass** (*n*)

**green** (*adj*)

**grey** (*adj*)

**hot** (*adj*)

**orange** (*adj*)

**red** (*adj*)

**sky** (*n*)

**snow** (*n*)

**sun** (*n*)

**tree** (*n*)

**white** (*adj*)

**yellow** (*adj*)

### UNIT 5

The Physical World

**bottom** (*n*)

**centre** (*n*)

**coast** (*n*)

**country** (*n*)

**east** (*n*)

**island** (*n*)

**lake** (*n*)

**left** (*adj*)

**map** (*n*)

**mountain** (*n*)

**north** (*n*)

**river** (*n*)

**south** (*n*)

**top** (*n*)

**town** (*n*)

**village** (*n*)

**west** (*n*)

### UNIT 6

Culture and Civilization

**adult** (*n*)

**baby** (*n*)

**boy** (*n*)

**child** (*n*)

**female** (*adj*)

**friend** (*n*)

**girl** (*n*)

**male** (*adj*)

**man** (*n*)

**old** (*adj*)

**people** (*n*)

**person** (*n*)

**teenager** (*n*)

**woman** (*n*)

**young** (*adj*)

**UNIT 7**

Technology

**bicycle** (n)**boat** (n)**bus** (n)**car** (n)**come** (v)**drive** (v)**fly** (v)**go** (v)**motorbike** (n)**plane** (n)**road** (n)**sail** (v)**ship** (n)**taxi** (n)**train** (n)**walk** (v)**UNIT 8**

Art and Literature

**architect** (n)**architecture** (n)**art** (n)**biographer** (n)**biography** (n)**get** (v)**give** (v)**literature** (n)**meet** (v)**move** (v)**novelist** (n)**paint** (v)**painter** (n)**painting** (n)**play** (n and v)**playwright** (n)**poem** (n)**poet** (n)**sculptor** (n)**sculpture** (n)**see** (v)**send** (v)**stop** (v)**take** (v)**teach** (v)**write** (v)**UNIT 9**

Sports and Leisure

**ball** (n)**beach** (n)**cinema** (n)**film** (n)**football** (n)**leisure** (n)**mall** (n)**music** (n)**play** (v)**radio** (n)**shopping** (n)**sport** (n)**stadium** (n)**surfing** (n)**swimming** (n)**television** (n)**tennis** (n)**theatre** (n)**watch** (v)**UNIT 10**

Nutrition and Health

**bread** (n)**butter** (n)**cheese** (n)**chicken** (n)**coffee** (n)**drink** (n and v)**eat** (v)**egg** (n)**fish** (n)**food** (n)**fruit** (n)**ice-cream** (n)**juice** (n)**meat** (n)**milk** (n)**potato** (n)**rice** (n)**salad** (n)**sandwich** (n)**sugar** (n)**tea** (n)**vegetable** (n)**water** (n)

## Word Lists: Alphabetical

**accountant** (n)  
/ə'kaʊntənt/

**adult** (n)  
/ædʌlt/

**afternoon** (n)  
/ɑ:ftə'nu:n/

**answer** (n and v)  
/ɑ:nsə/

**architect** (n)  
/ɑ:kɪtekt/

**architecture** (n)  
/ɑ:kɪtektʃə/

**art** (n)  
/ɑ:t/

**ask** (v)  
/ɑ:sk/

**baby** (n)  
/'beɪbi/

**ball** (n)  
/bɔ:l/

**bank** (n)  
/bæŋk/

**beach** (n)  
/bi:tʃ/

**begin** (v)  
/brɪ'gɪn/

**bicycle** (n)  
/'baɪsɪkl/

**biographer** (n)  
/baɪ'ɒgrəfə/

**biography** (n)  
/baɪ'ɒgrəfi/

**black** (adj)  
/blæk/

**blue** (adj)  
/blu:z/

**boat** (n)  
/bəʊt/

**bottom** (n)  
/'bɒtm/

**boy** (n)  
/bɔɪ/

**bread** (n)  
/bred/

**brown** (adj)  
/braʊn/

**bus** (n)  
/bʌs/

**butter** (n)  
/'bʌtə/

**car** (n)  
/kɑ:/

**centre** (n)  
/'sentə/

**cheese** (n)  
/tʃi:z/

**chicken** (n)  
/'tʃɪkɪn/

**child** (n)  
/tʃaɪld/

**cinema** (n)  
/'sɪnəmə/

**cloud** (n)  
/klaʊd/

**coast** (n)  
/kəʊst/

**coffee** (n)  
/'kɒ:fɪ/

**cold** (adj)  
/kəʊld/

**colour** (n and v)  
/'kʌlə/

**come** (v)  
/kʌm/

**computer** (n)  
/kəm'pjʊ:tə/

**country** (n)  
/'kʌntri/

**court** (n)  
/kɔ:t/

**day** (n)  
/deɪ/

**doctor** (n)  
/'dɒktə/

**drink** (n and v)  
/drɪŋk/

**drive** (v)  
/draɪv/

**east** (n)  
/i:st/

**eat** (v)  
/i:t/

**egg** (n)  
/eg/

**end** (v)  
/end/

**engineer** (v)  
/endʒɪ'nɪə/

**evening** (n)  
/'i:vnɪŋ/

**factory** (v)  
/'fæktəri/

**female** (adj)  
/'f:meɪl/

**film** (n)  
/fɪlm/

**first** (adj)  
/fɜ:st/

**fish** (n)  
/fɪʃ/

**fly** (v)  
/flaɪ/

**food** (n)  
/fu:d/

**football** (n)  
/'fʊtbɔ:l/

**friend** (n)  
/frend/

**fruit** (n)  
/fru:t/

**get** (v)  
/get/

**girl** (n)  
/gɜ:l/

**give** (v)  
/gɪv/

**go** (v)  
/gəʊ/

**grass** (n)  
/grɑ:s/

**green** (adj)  
/gri:n/

**grey** (adj)  
/greɪ/

**hospital** (n)  
/'hɒspɪtl/

**hot** (adj)  
/hɒt/

**hotel** (n)  
/həʊ'tel/

**hour** (n)  
/aʊə/

**ice-cream** (n)  
/aɪs'kri:m/

**island** (n)  
/'aɪlənd/

**job** (n)  
/dʒɒb/

**juice** (n)  
/dʒu:s/

**lake** (n)  
/leɪk/

**last** (adj)  
/lɑ:st/

**lawyer** (n)  
/'lɔ:ɪə/

**left** (adj)  
/left/

**leisure** (n)  
/'leɪzə/

**listen** (v)  
/'lɪsn/

**literature** (n)  
/'lɪtərətʃə/

**male** (adj)  
/meɪl/

**mall** (n)  
/mɔ:l/

**man** (n)  
/mæn/

**map** (n)  
/mæp/

**meat** (n)  
/mi:t/

**meet** (v)  
/mi:t/

**milk** (n)  
/mɪlk/

**month** (n)  
/mʌnθ/

**morning** (n)  
/'mɔ:niŋ/

**motorbike** (n)  
/'məʊtəbaɪk/

**mountain** (n)  
/ˈmaʊntən/

**move** (v)  
/mu:v/

**music** (n)  
/ˈmju:zɪk/

**night** (n)  
/naɪt/

**north** (n)  
/nɔ:θ/

**novelist** (n)  
/ˈnɒvəlɪst/

**now** (adv)  
/naʊ/

**office** (n)  
/ˈɒfɪs/

**old** (adj)  
/əʊld/

**orange** (adj)  
/ˈɒrɪndʒ/

**paint** (v)  
/peɪnt/

**painter** (n)  
/ˈpeɪntə/

**painting** (n)  
/ˈpeɪntɪŋ/

**people** (n)  
/ˈpi:pl/

**person** (n)  
/ˈpɜ:sn/

**plane** (n)  
/pleɪn/

**play** (n and v)  
/pleɪ/

**playwright** (n)  
/ˈpleɪraɪt/

**poem** (n)  
/ˈpəʊɪm/

**poet** (n)  
/ˈpəʊɪt/

**potato** (n)  
/pəˈteɪtəʊ/

**question** (n)  
/ˈkwɛstʃən/

**radio** (n)  
/ˈreɪdiəʊ/

**read** (v)  
/ri:d/

**receptionist** (n)  
/rɪˈsepʃənɪst/

**red** (adj)  
/red/

**rice** (n)  
/raɪs/

**right** (adj)  
/raɪt/

**river** (n)  
/ˈrɪvə/

**road** (n)  
/rəʊd/

**sail** (v)  
/seɪl/

**salad** (n)  
/ˈsæləd/

**sandwich** (n)  
/ˈsænwɪtʃ/

**sculptor** (n)  
/ˈskʌlptə/

**sculpture** (n)  
/ˈskʌlptʃə/

**secretary** (n)  
/ˈsekɹətəri/

**see** (v)  
/si:/

**send** (v)  
/send/

**ship** (n)  
/ʃɪp/

**shop** (n)  
/ʃɒp/

**shopping** (n)  
/ˈʃɒpɪŋ/

**sky** (n)  
/skaɪ/

**snow** (n)  
/snəʊ/

**south** (n)  
/sauθ/

**sport** (n)  
/spɔ:t/

**stadium** (n)  
/ˈsteɪdiəm/

**start** (v)  
/stɑ:t/

**stop** (v)  
/stɒp/

**student** (n)  
/ˈstju:dnt/

**sugar** (n)  
/ˈʃʊgə/

**sun** (n)  
/sʌn/

**surfing** (n)  
/ˈsɜ:fɪŋ/

**swimming** (n)  
/ˈswɪmɪŋ/

**take** (v)  
/teɪk/

**taxi** (n)  
/ˈtæksi/

**tea** (n)  
/ti:/

**teach** (v)  
/ti:tʃ/

**teenager** (n)  
/ˈti:neɪdʒə/

**television** (n)  
/ˈtelɪvɪʒn/

**tennis** (n)  
/ˈtenɪs/

**test** (n and v)  
/test/

**theatre** (n)  
/ˈθɪətə/

**time** (n)  
/taɪm/

**today** (n)  
/təˈdeɪ/

**top** (n)  
/tɒp/

**town** (n)  
/taʊn/

**train** (n)  
/treɪn/

**tree** (n)  
/tri:/

**typist** (n)  
/ˈtaɪpɪst/

**vegetable** (n)  
/ˈvedʒtəbl/

**village** (n)  
/ˈvɪlɪdʒ/

**walk** (v)  
/wɔ:k/

**want** (v)  
/wɒnt/

**watch** (v)  
/wɒtʃ/

**water** (n)  
/ˈwɔ:tə/

**week** (n)  
/wi:k/

**west** (n)  
/west/

**white** (adj)  
/waɪt/

**woman** (n)  
/ˈwʊmən/

**work** (n and v)  
/wɜ:k/

**write** (v)  
/raɪt/

**wrong** (adj)  
/rɒŋ/

**year** (n)  
/ɪə/

**yellow** (adj)  
/ˈjeləʊ/

**young** (adj)  
/jʌŋ/

## Word Families

### Time

#### *Days of the week*

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

#### *Times of day*

Morning

Afternoon

Evening

Night

#### *Periods of time*

Day

Week

Month

Year

### Jobs

#### *Professionals*

Accountant

Architect

Doctor

Engineer

Lawyer

#### *Office worker*

Receptionist

Secretary

Typist

### Arts & Literature

Biographer

Novelist

Painter

Playwright

Poet

Sculptor

### Buildings

Cinema

Court

Factory

Hospital

Hotel

Mall

Shop

Stadium

Theatre

### Sports

Football

Tennis

### Colours

Black

Blue

Brown

Green

Grey

Orange

Red

White

Yellow

### Natural features

Coast

Island

Lake

Mountain

River

### People

Female

Male

Adult

Teenager

Child

Baby

Man

Woman

Boy

Girl

### Transport

Bicycle

Boat

Bus

Car

Motorbike

Plane

Ship

Taxi

Train

### Food

Bread

Butter

Cheese

Chicken

Eggs

Fish

Fruit

Ice-cream

Meat

Potato

Rice

Salad

Sandwich

Sugar

Vegetable

### Drink

Coffee

Juice

Milk

Tea

Water

## Functional Language

### Classroom language

#### Instructions

Open/Close your book.  
 Look at the (picture).  
 Listen and write.  
 Read the (first sentence).  
 Read and match.  
 Write in the (space).  
 Write about (yourself).  
 Circle the (word).  
 Tick the (sentences).  
 Number the (phrases).  
 Study the list of words.  
 Complete the (table).  
 Find something (orange).  
 Work in pairs.  
 Stand up  
 Sit down.  
 What's number (2)?  
 Yes, that's right  
 No, that's wrong

#### Describing a picture

There is a (hospital).  
 There are (two women).  
 They are (outside the hospital).

#### Asking for help

How do you spell *people*?  
 What do you call this in English?  
 What does *teenager* mean?  
 What is the plural of *woman*?

#### Agreeing and disagreeing

I think ...  
 Yes I agree./Do you? I don't.

#### Likes and dislikes

What do you think of the (painting)?  
 I like it./I don't like it.  
 Who is your favourite (writer)?  
 It's a (woman) called ( ).

#### Personal information

Are you (a student)?  
 Yes, I am./No, I'm not.  
 What class are you in?  
 I'm in class Basic 1  
 What's your name?

My name's (Genaro).  
 How do you spell that?  
 (G-E-N-A-R-O)  
 Where are you from?  
 I'm from (Mexico City).  
 How old are you?  
 I'm (18).  
 Do you have a (car)?  
 Do you have any (children)?  
 Yes, I do./No, I don't.  
 What do you want to do?  
 I want to be a (secretary)  
 How do you get to (college)?  
 I come by (bus).  
 How long does it take?  
 About (forty-five minutes).  
 How far is it?  
 It's about (ten kilometres).

#### Work

What do you do?  
 I'm a (doctor)?  
 Where do you work?  
 I work at the (Central Hospital).

#### Free time

How do you spend your free time?  
 I like (listening to music).  
 Anything else?  
 (Watching television).

#### Daily life

What time is it?  
 (Half past three).  
 What's the date today?  
 It's the (second of March).  
 Would you like (something to eat)?  
 Yes, please.  
 What would you like?  
 (A sandwich), please.  
 (Ham) or (cheese)?  
 (Cheese), please.  
 Could I have a (glass of water), please?  
 Here you are.

#### Greetings

Good morning. How are you?  
 I'm fine thanks.  
 Good morning. Pleased to meet you.  
 Pleased to meet you.



# Tapescript

Presenter: **Unit 1 Education**  
**Lesson 1**

A Listen and point. 🎧 1.1

Voice: book  
desk  
chair  
door  
classroom  
teacher  
student  
pen  
pencil  
board

Presenter: B Listen and do. 🎧 1.2

Voice: Open your book.  
Look at page 10.  
Read the first sentence.  
Close your book.  
Look at the board.  
Open your notebook.  
Write your name.  
Write your phone number.  
Stand up.  
Sit down.

Presenter: C Listen and answer. 🎧 1.3

Voice: What's your name?  
Are you English?  
Are you at school?  
Are you a student?  
What class are you in?  
Is your teacher American?  
What's the name of your book?

Presenter: **Lesson 2**

B 1 Listen and number. 🎧 1.4

Voice: 1 answer  
2 ask  
3 begin  
4 end  
5 question  
6 student  
7 test

Presenter: C Listen and tick the next word. 🎧 1.5

Female tutor: Open your [PAUSE] book.  
Look at page [PAUSE] 10.  
Read the first [PAUSE] sentence.  
Look at the [PAUSE] board.  
Write your [PAUSE] name.

Presenter: D Listen and tick the question. 🎧 1.6

Female tutor: What's your name?  
Are you English?  
Are you at school?  
Are you a student?  
What class are you in?  
What's the name of your book?

Presenter: Skills Check 🎧 1.7

Voice: Listen. Tick the words with /e/.  
desk  
pen  
end  
begin  
test  
question  
sentence  
student  
English  
write  
listen  
answer

Presenter: **Lesson 4**

A 1 Listen. 🎧 1.8

Tutor: Hello. How are you?  
Esteban: I'm fine, thanks.  
Tutor: Are you a student?  
Esteban: Yes, I am.  
Tutor: Are you English?  
Esteban: No, I'm not. I'm Spanish.  
Tutor: Where are you from?  
Esteban: I'm from Madrid.  
Tutor: What's your name?  
Esteban: My name's Esteban. Esteban Cortes.

Presenter: A 2 Listen and answer. 🎧 1.9  
[REPEAT OF EXERCISE A1]

Presenter: A 3 Listen and ask. 🎧 1.10  
[REPEAT OF EXERCISE A1]

Presenter: D 2 Listen and check. 🎧 1.11  
Student: My name's Xiu Xiu Li. I'm Chinese.  
I'm from Beijing.

Presenter: **Unit 2 Daily Life**  
**Lesson 1**  
A Listen and point. 🎧 1.12

Voice 1: a time  
a date  
a day  
afternoon  
a month  
evening  
a week  
a year  
morning

Voice 2: the first day of the month  
the first day of the second week  
the first day of the week  
the first lesson of the day  
the first month of the year

Voice 1: the last day of the month  
the last day of the third week  
the last day of the week  
the last lesson of the day  
the last month of the year

Presenter: B Listen and write. 🎧 1.13  
Part 1

Voice: Lesson 2 is at 10.  
Lesson 4 is at 1.  
Lesson 6 is at 3.

Presenter: Part 2  
Voice: Lesson 1 is a test.  
Lessons 2 and 3 are English.

Presenter: C Listen and answer. 🎧 1.14

Voice 1: Is it 2006?  
Is it September?  
Is it Tuesday?  
Is it 10 o'clock?

Voice 2: Which year is it?  
Which month is it?  
Which day is it?  
What's the date today?  
What's the time?  
When's your birthday?  
How old are you?

Presenter: **Lesson 2**  
B 1 Listen and number. 🎧 1.15

Voices: 1 month  
2 first  
3 time  
4 year  
5 day  
6 last  
7 today  
8 now  
9 week

Presenter: C Which word?  
Listen and circle. 🎧 1.16

Voices: 1 What time is it?  
2 When is the first lesson?  
3 Which month is it?  
4 What's the date today?  
5 I have three lessons this evening.  
6 This is my first year.

Presenter: **Skills Check** 🎧 1.17  
Listen. Tick the correct column.

Voice: is  
I'm  
begin  
English  
fifteen  
find  
fine  
five  
listen  
my  
night  
tick  
nine  
right  
six  
time  
write

**Presenter:** **Lesson 4**  
A 1 Listen. 🎧 1.8  
Conversation 1

**Teacher:** Good morning. How are you?

**Student:** I'm fine, thanks.

**Teacher:** Excuse me. What's the time?

**Student:** It's 8.

**Teacher:** Thank you.

**Presenter:** Conversation 2

**Teacher:** That's nice. Is it new?

**Student:** Yes, it is. It's a birthday present.

**Teacher:** Oh, is it your birthday today?

**Student:** Yes, it is.

**Teacher:** Really? Happy birthday.

**Student:** Thank you.

**Teacher:** How old are you?

**Student:** I'm 18.

**Presenter:** Conversation 3

**Teacher:** Do you have a birthday party in your country?

**Student:** Yes, we do.

**Teacher:** Do you have a birthday cake?

**Student:** No, we don't.

**Teacher:** What about cards ... birthday cards?

**Student:** Yes, we do. We have birthday cards.

**Presenter:** A 2 Listen and answer. 🎧 1.19  
[REPEAT OF EXERCISE A1]

**Presenter:** A 3 Listen and ask. 🎧 1.20  
[REPEAT OF EXERCISE A1]

**Presenter:** D Listen. Complete the *Student* column of the table.  
Tick or cross. 🎧 1.21

**Student:** In my country, we have birthday presents. We have birthday cards. We don't have a party. We don't have a birthday cake.

**Presenter:** **Unit 3 Work and Business**  
**Lesson 1**  
A Listen and point. 🎧 1.22  
Part 1

**Voice 1:** accountant  
doctor  
engineer  
lawyer  
receptionist  
secretary  
teacher  
typist

**Presenter:** Part 2

**Voice 1:** Are you a typist?

**Voice 2:** Where's the doctor?

**Voice 1:** I want to see a lawyer.

**Voice 2:** This is Miss Smith, your new teacher.

**Voice 1:** I work in an office. I'm a secretary.

**Voice 2:** Do you want to be an accountant?

**Voice 1:** I want to be a computer engineer.

**Voice 2:** I work at Greenhill College. I'm a receptionist.

**Presenter:** **Lesson 2**

A 1 Listen and number. 🎧 1.23

**Voice 1:** 1 school  
2 office  
3 court  
4 hospital  
5 bank

**Presenter:** A 2 Listen and write letters  
A to E. 🎧 1.24

**Voice 2:** A Where do you go to school?  
B Is there a hospital near here?  
C Do you work in an office?  
D What time does the court start?  
E When does the bank open?

**Presenter:** B 1 Listen and match. 🎧 1.25  
1

**Interviewer:** What do you do?

**Female voice:** I'm a doctor.

**Presenter:** 2

**Interviewer:** And you, sir. What do you do?

**Male voice:** I'm a teacher. I work at Greenhill College.

**Presenter:** 3  
**Interviewer:** Excuse me. What do you do?  
**Female voice 1:** We're lawyers.  
**Female voice 2:** Sorry, we're late for court.

**Presenter:** 4  
**Interviewer:** Sir, could you tell me your job?  
**Male voice:** I'm a secretary.

**Presenter:** 5  
**Interviewer:** What do you do?  
**Male voice 1:** We're engineers.  
**Interviewer:** Are you computer engineers?  
**Male voice 2:** No, we work in a factory.

**Presenter:** 6  
**Interviewer:** Are you an accountant?  
**Male voice:** Yes, I am. I work in this bank.

**Presenter:** 7  
**Interviewer:** What do you two do?  
**Female voice 1:** We're programmers.  
**Female voice 2:** Yeah. Programmers.

**Presenter:** C Listen and tick the next word. 🎧 1.26

1  
**Voice:** Elena Markova lives in England, but she isn't [PAUSE] English. She's [PAUSE] Russian. She's from [PAUSE] Moscow. She's [PAUSE] 26. She's a [PAUSE] doctor. She works in Greenhill [PAUSE] Hospital.

2  
**Voice:** Pierre Auguste lives in Japan, but he isn't [PAUSE] Japanese. He's [PAUSE] French. He's from [PAUSE] Paris. He's [PAUSE] 33. He's an [PAUSE] engineer. He works in a car [PAUSE] factory.

3  
**Voice:** Bulent Okan is [PAUSE] Turkish. He's [PAUSE] 45. He's from Ankara, but he now lives in [PAUSE] Istanbul. He's an [PAUSE] accountant. He works in a large [PAUSE] bank.

4  
**Voice:** Paola Franchetti lives in Switzerland, but she isn't [PAUSE] Swiss. She's [PAUSE] Italian. She's a [PAUSE] lawyer. She's [PAUSE] 29. It's [PAUSE] 10.00 and she's in [PAUSE] court.

**Presenter:** D Listen and complete the ID card. 🎧 1.27

**Voice:** Jill Cast works at Greenhill Bank. She is British. She lives in Greenhill now, but she comes from London. She works in the computer department. She's a computer programmer. She's 23.

**Presenter:** Skills Check 🎧 1.28  
 Listen. Tick the correct column.

**Voice:** are  
 class  
 date

**Presenter:** Lesson 3

**B 1 Listen. What can you hear? 🎧 1.29**

**Sound effects:**

- 1 typewriter
- 2 classroom noises
- 3 courtroom noises
- 4 someone dictating a letter
- 5 factory noises
- 6 accounting machine and mumbling of numbers
- 7 hospital noises
- 8 computer noises
- 9 noises from the reception area of an office

**Presenter:** B 2 Listen again. Who works here? 🎧 1.30 [REPEAT OF EXERCISE B1]

**Presenter:** Lesson 4  
 A 1 Listen. 🎧 1.31

**Receptionist:** Can I help you?  
**Carl:** I have a meeting with Mrs Dart.  
**Receptionist:** What's your name, please?  
**Carl:** Carl Clark.  
**Receptionist:** How do you spell that?

Carl: C-A-R-L C-L-A-R-K.  
 Receptionist: Thank you, Mr Clark.  
 Mrs Dart? Mr Clark is here.  
 Mrs Dart: Thank you. Send him in.

Presenter: A 2 Listen and ask. 🎧 1.32  
 [REPEAT OF EXERCISE A1]

Presenter: C 1 Listen. 🎧 1.33  
 Mrs Dart: Good morning, Mr Clark. How are you?  
 Carl: I'm fine, thanks.  
 Mrs Dart: I'm Mrs Dart.  
 Carl: I'm pleased to meet you.  
 Mrs Dart: Come in. Sit down.  
 Carl: Thank you.

Mrs Dart: How old are you, Carl?  
 Carl: I'm 19.  
 Mrs Dart: Are you English?  
 Carl: No, I'm Canadian.

Mrs Dart: So, what do you want to do?  
 Carl: I want to work with computers.  
 Mrs Dart: Do you want to be a programmer?  
 Or do you want to be an engineer?  
 Carl: A programmer, I think.  
 Mrs Dart: Well, the classes start on  
 September 25th ...

Presenter: C 2 Listen and answer. 🎧 1.34  
 [REPEAT OF EXERCISE C1]

Presenter: C 3 Listen and ask. 🎧 1.35  
 [REPEAT OF EXERCISE C1]

Presenter: E 2 Listen and check. 🎧 1.36  
 Andrea: My name is Andrea Totti. I'm  
 Italian. I'm 20. I'm at Greenhill  
 College. I want to work with  
 numbers. I want to be an  
 accountant.

Presenter: **Unit 4 Science and Nature**  
**Lesson 1**  
 A Listen and point. 🎧 1.37

Voice: sky  
 clouds  
 sun  
 trees  
 snow  
 sand  
 grass  
 mountain

The sky is blue.  
 The clouds are black.  
 The snow is cold.  
 What colour are the trees?  
 The sun is hot today.  
 The sand is orange.  
 The grass is green.

Presenter: B Listen and find. 🎧 1.38  
 Voice:

Find something yellow.  
 Find something orange.  
 Find something white.  
 Find something black.  
 Find something green.  
 Find something brown.  
 Find something blue.  
 Find something grey.  
 Find something red.

Presenter: C Listen and answer. 🎧 1.39  
 Voice:

What colour is the snow?  
 What colour is the sun?  
 What colour is the sky?  
 What colour is the sand?  
 What colour are the trees?  
 What colour are the clouds?  
 What colour are the mountains?

Presenter: **Lesson 2**  
 A 2 Listen and point. 🎧 1.40

Voice: It's cold.  
 It's hot.  
 It's very cold.  
 It's very, very hot.  
 It's very hot.  
 It's very, very cold.

Presenter: B 2 Listen and check. 🎧 1.41  
1

Voice: What is it?  
It is snow.  
What colour is it?  
It is white.

Presenter: 2

Voice: What are they?  
They are clouds.  
What colour are they?  
They are black.

Presenter: 3

Voice: What is it?  
It is grass.  
What colour is it?  
It is green.

Presenter: 4

Voice: What is it?  
It is the sun.  
What colour is it?  
It is yellow.

Presenter: 5

Voice: What are they?  
They are trees.  
What colour are they?  
They are brown.

Presenter: 6

Voice: What is it?  
It is sand.  
What colour is it?  
It is orange.

Presenter: C Listen and draw. 🎧 1.42

Voice: Look at the picture.  
You can see some mountains.  
Draw the sun in the sky.  
Draw four clouds in the sky.  
One cloud is white. Two clouds are grey. One cloud is black.  
Draw some snow on the mountains.  
Draw some grass and some trees.

Presenter: D Listen. Find and number six items in the picture in Lesson 1. 🎧 1.43

Voice: 1 It is very, very, very hot. In the morning and the evening it is red. During the day it is yellow or orange. [PAUSE] It is the sun.  
2 At night it is black. In the morning it is grey and then blue. [PAUSE] It's the sky.  
3 Sometimes they are white, sometimes they are black, sometimes they are grey. [PAUSE] They are clouds.  
4 It is sometimes yellow or orange. In some places, it is red. In other places, it is white. You find it in hot places. [PAUSE] It is sand.  
5 It is usually green, but when it is very hot and very dry it is brown. [PAUSE] It is grass.  
6 In cold months they are brown. In hot months they are brown and green. Sometimes they have red or yellow or blue or orange parts. [PAUSE] They are trees.

Presenter: E Listen. What is it? 🎧 1.44

Voice: It is in the sky when there are clouds and the sun is shining. It is red, orange, yellow, green, blue, indigo and violet. [PAUSE] It is a rainbow.

Presenter: Skills Check 1 🎧 1.45

Listen and check.

Voice: grass  
grey  
red  
white  
sky  
yellow

Presenter: Skills Check 2 🎧 1.46

Listen. Tick the words with /i:/.

Voice: tree  
blue  
green  
he  
grey

see  
she  
we  
the

**Presenter:** **Lesson 3**

**B Listen. Which drawing is it? 1.47**

**Presenter:** **A**

**Voice:** The drawing has lots of squares. They are all black. It has grey lines between the black squares. It has white circles at the corners of the squares.

**Presenter:** **B**

**Voice:** The drawing has four squares. Each square has another square in the middle. Two large squares are grey, one is black and one is white. All the small squares are grey.

**Presenter:** **C**

**Voice:** There are three circles. They are brown. The circles have a small section missing.

**Presenter:** **D**

**Voice:** The drawing has two main circles. There are other circles around these two main circles. The circles around one circle are small. The circles around the other circle are large.

**Presenter:** **E**

**Voice:** The drawing has two squares. One square has coloured squares – red, light blue, violet and yellow. One square is white. There is a black circle in the middle of each square.

**Presenter:** **Lesson 4**

**A 2 Listen. 1.48**

**Conversation 1**

**Lee:** Look at this drawing.

**Kim:** Which drawing?

**Lee:** This one. Number 2. What can you see?

**Kim:** I can see black squares.  
[PAUSE]

**Lee:** What else can you see?

**Kim:** There are lines. What is this colour?

**Lee:** It's grey.

**Kim:** How do you say the word?

**Lee:** Grey.

**Kim:** Grey. OK. There are grey lines.  
[PAUSE]

**Lee:** Anything else?

**Kim:** Oh, yes. I can see white circles.

**Lee:** How many circles are there?

**Kim:** There are ... I can't count them! They change from white to black! I don't understand. Why do they do that?

**Presenter:** **A 3 Listen and read. 1.49**  
[REPEAT OF EXERCISE A2]

**Presenter:** **A 4 Listen and answer. 1.50**  
[REPEAT OF EXERCISE A2]

**Presenter:** **C 2 Listen. 1.51**  
**Conversation 2**

**Teenage boy:** Look at this drawing.

**Teenage girl:** Which drawing?

**Teenage boy:** This one. Number 4. What can you see?

**Teenage girl:** I can see four squares.

**Teenage boy:** What colour are they?

**Teenage girl:** One square is red, one is blue, one is yellow and ... what colour is that?

**Teenage boy:** It's violet.

**Teenage girl:** How do you say the word?

**Teenage boy:** Violet.

**Teenage girl:** Violet. OK. And one square is white.  
[PAUSE]

**Teenage boy:** What else can you see?

**Teenage girl:** There is a black circle in the middle of the coloured squares, and there's a black circle in the middle of the white square.

**Teenage boy:** OK. Cover the white square.

**Teenage girl:** Yes.

**Teenage boy:** Look at the black circle in the middle of the coloured squares.

Teenage girl: OK. What next?  
 Teenage boy: No! Look for 30 seconds.  
 Teenage girl: Right.  
 Teenage boy: OK. Now cover the coloured squares. Look at the black circle in the middle of the white square. What can you see?  
 [PAUSE]  
 Teenage girl: I can see ... Oh! I can see colours. I can see four coloured squares. Blue, orange, or red, yellow and ... What is the name of the colour?  
 Teenage boy: Violet.  
 Teenage girl: That's amazing! Why does that happen?

**Presenter: Unit 5 The Physical World  
 Lesson 1**

**A Listen and point. 2.1**

Voice: city  
 town  
 village  
 island  
 lake  
 mountain  
 river  
 coast  
 north  
 south  
 east  
 west  
 centre  
 northeast  
 southwest  
 northwest  
 southeast

There are mountains in the northwest.  
 There is a lake in the southeast.  
 There is a large island.  
 There is a town in the north.  
 There are mountains in the south.  
 There is a city on the coast.  
 There is a city on a river.  
 There is a village on a lake.  
 There is a town in the centre.

**Presenter: B Listen and find. 2.2**  
**Voices:** 1 I live in a town. It is on the coast.  
 2 I live in a village. It is on two rivers.  
 3 I live on an island. It is a very small island. There is only one village.  
 4 I live in a town. It is in the south of the country. I don't live on the coast. I live in the mountains.  
 5 I live in a town in the east of the country. It is in the mountains.

**Presenter: Lesson 2**

**A 1 Listen and number. 2.3**

**Voices:** 1 My house is high up in the mountains.  
 2 I live in a small house on a lake.  
 3 I come from a tiny village on an island.  
 4 There is a small river in my town.  
 5 I come from the capital city of my country.

**Presenter: B 1 Listen and number. 2.4**

**Man:** I am from a large country called Polonia. I come from a village. Well, no, it's not a village really. It's a small town. It is in the *east*. It isn't near the coast. It's high up in the mountains. It's very cold in December and January, but it's hot in June and July.

**Presenter: C Listen and draw. 2.5**

**Woman:** I come from a small country called Borland. The capital city is in the centre of the country. It is called Bor – B-O-R. But I come from the west of the country. My town is on the coast. It is called Ethios – E-T-H-I-O-S. It's very hot in August, but it's quite cold in February. My town is on a river. It is the River LASK – L-A-S-K. The river comes from a lake. The lake is

in the mountains in the southeast of the country. Bor, the capital, is on the River Lask, too.

**Presenter:** Skills Check 1 🎧 2.6  
Listen and check.

**Voice:** west  
river  
east  
island  
lake  
left  
city  
right  
centre  
village

**Presenter:** Skills Check 2 🎧 2.7  
Listen. Tick the words with /aʊ/.

**Voice:** south  
town  
country  
mountain  
coast  
hour  
now  
brown  
around  
snow  
yellow  
accountant  
cloud  
cold

**Presenter:** **Revision 1: Lesson 1**  
A Listen and match.  
1 Listen and match the extracts 1-5 with the unit headings. 🎧 2.8

**Presenter:** Extract 1

**Man:** So, tell me something about the job you do now?

**Woman:** Well, I work for a company called Denman's Deliveries. I work in the office in the city centre (PAUSE) but they have another two offices in other parts of the town. It's a very

small company so I'm the secretary and the receptionist.

**Man:** And do you like the job?

**Woman:** Mm, I like some things but not ...

**Presenter:** Extract 2

**Woman:** Well, good morning everyone. I hope everyone had a nice weekend but now it's Monday, I hope you're all ready to start learning again. (PAUSE) For the second lesson, at eleven o'clock we're in the listening laboratory for half an hour, ok? First, I want to revise some things from last week. Can you all open your books on page forty nine?

**Presenter:** Extract 3

**Woman:** This is a photo of a place I love. It's in the north of Italy. I love it because it's so calm and far from any big city. Look, you can see there's a lake with an island in the centre. All around, there are mountains and you can see snow on the tops of some of them.

**Presenter:** Extract 4

**Lucy:** Hi, Tom.

**Tom:** Hi Lucy. How are you?

**Lucy:** Fine thanks. Tom, do you know what the date is today? I need to write it on my report.

**Tom:** Yeah, today's the tenth – the tenth of April.

**Lucy:** Thanks. I never know what the date is.

**Tom:** Well, I know the date today because it's my birthday.

**Lucy:** Oh, wow! Happy Birthday!

**Tom:** Thanks. Do you want to come to my party on Saturday?

**Lucy:** Yes, I'd love to. Where is it? I'll ...

**Presenter:** Extract 5

**Father:** So, what about the flower? What colour do you want it?

- Child: Orange.
- Father: Ok, we mix red and yellow to make orange. Look – like this. And what about the tree, do you want it green?
- Child: Yes, green and brown.
- Father: Ok, we need to mix blue and yellow to make green. See if you can do it.
- Child: Ok, how do I ...
- Presenter: **2** Listen again and match each extract with the correct picture. Write the number of the extract in the box on the right. 🎧 2.9  
[REPEAT OF EXERCISE A1]
- Presenter: **B** Listen and choose. Listen again and tick the word or phrase you hear. 🎧 2.10  
[REPEAT OF EXERCISE A1]
- Presenter: **Lesson 2**  
A Listen and write.  
1 Listen and write the numbers you hear. Write figures. 🎧 2.11
- Presenter: 1  
Voice: twenty-five
- Presenter: 2  
Voice: ninety-eight
- Presenter: 3  
Voice: seventy-two
- Presenter: 4  
Voice: forty-nine
- Presenter: 5  
Voice: thirty-one
- Presenter: 6  
Voice: sixty-three
- Presenter: 7  
Voice: fifty-seven
- Presenter: 8  
Voice: eighty-four
- Presenter: **2** Listen and write (C) correct or (W) wrong for each sum. 🎧 2.12
- Presenter: 1  
Voice: Eleven and five equals eighteen.
- Presenter: 2  
Voice: Twelve and nine equals twenty-one
- Presenter: 3  
Voice: Thirty and twenty equals fifty
- Presenter: 4  
Voice: Forty-five and seventeen equals sixty-seven
- Presenter: 5  
Voice: Eighty-two and ten equals ninety-three
- Presenter: 6  
Voice: Fifty-three and thirty-one equals eighty-four
- Presenter: **3** Listen and write the times you hear. Write figures and then a.m. or p.m. 🎧 2.13
- Presenter: 1  
Male: What time does your party start on Saturday night?  
Female: At ten. Are you coming?
- Presenter: 2  
Female: Ok, I'll see you this afternoon. (PAUSE) What time exactly?  
Male: Mm, let's say two o'clock.
- Presenter: 3  
Male: Urgh, it's an early start tomorrow morning  
Female: Really? What time?  
Male: Six. Can you believe it?
- Presenter: 4  
Female: Do you want some lunch?  
Male: No. not yet. It's only twelve. Let's wait another hour.  
Female: OK.
- Presenter: 5  
Male: There's a good film this evening.

- Female: Really? What time?  
Male: At nine, after the news.
- Presenter: 4 Listen and write the dates you hear. Write only a month and a figure. 🎧 2.14
- Presenter: 1  
Male: What's the date today? Do you know?  
Female: Yes, the seventeenth. The seventeenth of March.
- Presenter: 2  
Female: It's your birthday soon, isn't it?  
Male: Yes, on September the twenty-third.
- Presenter: 3  
Male: Is there a meeting this week?  
Female: No, next week, on Friday. That's the second. The second of November.
- Presenter: 4  
Female: I'm on holiday next week.  
Male: Really, lucky you.  
Female: July the twenty-ninth. July the twenty-ninth – I can't wait!
- Presenter: 5  
Male: I love Christmas. Only three weeks to go.  
Female: Really? Only three weeks.  
Male: Yes, today's the ninth. Three weeks to Christmas.  
Female: You're right. Well, I never.
- Presenter: 6  
Female: Can you come to my party next month?  
Male: What date is it?  
Female: It's the fifteenth of March, on a Saturday.  
Male: Oh no, I can't come on the fifteenth. I'm going to Scotland.
- Presenter: B Listen and choose. 🎧 2.15  
Listen and tick the word that is described in each line.
- Presenter: 1  
Voice: It's a big place where doctors work.
- Presenter: 2  
Voice: It's the first month of the year.
- Presenter: 3  
Voice: It's the day after Wednesday.
- Presenter: 4  
Voice: This is the opposite of cold.
- Presenter: 5  
Voice: The sun is this colour.
- Presenter: 6  
Voice: You see it in the sky and it has many colours.
- Presenter: 7  
Voice: You spell it W-I-L-L-I-A-M-S. That's W-I-L-L-I-A-M-S.
- Presenter: 8  
Voice: This a very big country. It's in Europe. The capital is Moscow.
- Presenter: C Listen and choose. Listen and tick the correct picture. 🎧 2.16  
Female: There's a big square with three grey lines on the left. On the right, there are four small squares and in the middle there are three small circles.
- Presenter: D Listen and answer the questions. 🎧 2.17
- Presenter: 1  
Voice: What's your name?
- Presenter: 2  
Voice: How old are you?
- Presenter: 3  
Voice: How do you spell your first name?
- Presenter: 4  
Voice: How do you spell your family name?
- Presenter: 5  
Voice: Which country are you from?
- Presenter: 6  
Voice: Are you a student or do you work?

Presenter: 7  
 Voice: What day is it today?  
 Presenter: 8  
 Voice: What colour is your pen?  
 Presenter: 9  
 Voice: What time does this lesson end?  
 Presenter: 10  
 Voice: Is there a river in your hometown?  
 Presenter: 11  
 Voice: How many students are there in your class?  
 Presenter: 12  
 Voice: Are there any flowers in the classroom?  
 Presenter: 13  
 Voice: Do you live in a big city or a small village?  
 Presenter: 14  
 Voice: Do you live near the coast or in the centre of your country?

Presenter: **Unit 6 Culture and Civilization**  
**Lesson 1**

A Listen and point. 🎧 2.18

Voices: a man  
 a woman  
 a boy  
 a girl  
 a child  
 an adult  
 a female person  
 a male person  
 an old person  
 a young person

Voices: boys  
 girls  
 men  
 women  
 children  
 adults  
 females  
 males  
 friends

Voices: One man is talking.  
 The women are working.  
 There are two boys.

There are four girls.  
 I can see eight adults in the pictures.  
 There are two children in the picture.  
 There are nine females in the pictures.  
 I can see five males.

Presenter: B Listen and find. 🎧 2.19

Voice: Circle one person.  
 Circle one boy.  
 Circle the girls.  
 Circle the boys.  
 Circle the women.  
 Circle the men.  
 Circle the adults.  
 Circle the children.  
 Circle the people.  
 Circle the male people.  
 Circle the female people.

Presenter: D Listen. True or false? 🎧 2.20

Voice: 1 There are eight adults. There are five women and three men.  
 2 There are fourteen people. There are five male people and nine female people.  
 3 There are six children, four girls and two boys.  
 4 There aren't any female children.

Presenter: **Lesson 2**

A 1 Listen and number. 🎧 2.21

1

Voice 1: How old are you?

Girl: Thirteen.

Voice 1: Ah, so you're a teenager now.

2

Voice 2: She is a nurse. She works in a hospital. She's about 35.

3

Voice 1: What a lovely baby! How old is she?

Voice 2: She's 18 months.

4

Man: It's strange, you know. I'm 80,  
but I don't feel like an old person.

5

Woman 1: Do you have any children?

Woman 2: Yes, I have one child. He's 10.

Presenter: A 2 Listen and answer. 🎧 2.22

- Voice: 1 How old is the baby?  
2 How old is the boy?  
3 What about the teenager?  
4 Is the woman about 50?  
5 Is the old person about 60?

Presenter: B 2 Listen and check. 🎧 2.23

Lecturer: In British culture, we use the word *baby* for the first eighteen months to two years of life. Then the baby becomes a *child*. We use the word *child* for boys and girls between the ages of two and twelve. Then we have a special word – *teenager*. The word comes from the numbers between thirteen and nineteen. They all end in *teen*. So a person who is thirteen, fourteen, fifteen, and so on, is a *teenager*. Finally, we have the word *adult*. We use the word for people from twenty up to, well, a hundred. But sometimes we say *He is old* or *He is an old man* for someone over sixty-five or seventy.

Presenter: Skills Check 1 🎧 2.24  
Listen and check.

- Voice: men  
female  
women  
child  
teenager  
male  
people  
children  
friend  
baby

Presenter: Skills Check 2 🎧 2.25

Listen. Tick the words with /æ/.

- Voice: adult  
ask  
last  
can  
can't  
Saturday  
male  
lake  
woman  
man  
map  
village

Presenter: Lesson 3

B Listen. Which photograph is it?

🎧 2.26

- Voice: 1 There are four children in the picture. They are in a classroom. They are all young.  
2 There are two people in the picture. There's a man and a woman. They might be brother and sister, or maybe they are married.  
3 There are seven people in the picture. They are teenagers. I think they're students. They are sitting outside a building. It's probably a college.  
4 There are two people in the picture. There is a woman. She is holding a baby. She is a doctor. I don't think she's the baby's mother.  
5 There are a lot of old people in the picture. They look very happy. Maybe they are old friends.  
6 There are five people in the picture. There are three men and two women. They are all quite old. One of the men is wearing glasses.

Presenter: **Lesson 4**

A 1 Look at the conversation and listen. 🎧 2.27

- Female student: What are you doing?  
 Male student: I'm learning these words. We have a test on Tuesday.  
 Female student: Can I help you?  
 Male student: Yes, thanks.  
 [PAUSE]  
 Female student: What do you call this in English?  
 Male student: It's a baby.  
 [PAUSE]  
 Female student: How do you spell *people*?  
 Male student: P-E-O-P-L-E.  
 Female student: P-E-O-...?  
 Male student: P-L-E.  
 [PAUSE]  
 Female student: How do you say this word?  
 Male student: 'Adult.  
 Female student: A'dult?  
 Male student: No, 'adult. The stress is on the first syllable.  
 [PAUSE]  
 Female student: What does *teenager* mean?  
 Male student: It's a person from the age of thirteen to nineteen.  
 [PAUSE]  
 Female student: What is the plural of *woman*?  
 Male student: *Women*.  
 Female student: How do you spell that?  
 Male student: W-O-M-E-N.  
 Female student: And how do you say it?  
 Male student: 'Women.  
 Female student: Well done.  
 Male student: Thanks.  
 Female student: Not at all.

Presenter: **D 3 Listen and check your answers.**  
 🎧 2.28

Voice: adult  
 people  
 woman  
 women  
 children  
 babies  
 person  
 culture

Presenter: **Unit 7 Technology**  
**Lesson 1**

A Listen and point. 🎧 2.29

- Voices: a bicycle  
 a boat  
 a bus  
 a car  
 a plane  
 a ship  
 a train  
 a road  
 a lake  
 the sky  
 the sea  
 tracks
- Voices: There is a boat on the lake.  
 There are four cars on the road.  
 I go to work by bus.  
 How many planes are there in the picture?  
 Where's the ship going?  
 Have you got a bicycle?  
 Are there many people on the train?  
 Do you like walking?

Presenter: **B Listen and complete the table.** 🎧 2.30  
 Part 1

Voice: How do most people get to work?  
 According to a recent survey, most people in New Zealand go to work by car. The researchers say that one million people go to work by car each day.

Presenter: **Part 2**

Voice: Walking is in second place. Ninety-three thousand people walk to work. In third place is the bus. Fifty-two thousand people go to work by bus each day. Nearly sixty thousand people ride to work. Forty-one thousand go by bicycle and seventeen thousand go by motorbike. Only fifteen thousand go by train. Thirteen thousand people go to work by another

method. For example, on  
rollerskates or on a skateboard!

**Presenter:** Part 3

**Voice:** We can look at these numbers in a different way. What percentage of people go to work by car in New Zealand? The answer is eighty-one point two per cent. Here are the percentages for the other methods. Walking – seven point six per cent. Going by bus – four point two per cent. Bicycle – three point three per cent. Motorbike – one point four per cent, and going by train – one point two per cent. All the other methods added up to one point one per cent.

**Presenter:** D Listen. True or false?  2.31

**Voice:** The car is the most popular method.  
Walking is more popular than riding a bicycle.  
The bicycle is in third place.  
The train is not as popular as the bus.  
Nearly sixty thousand people ride to work.  
Nearly ten per cent of people go by bicycle or motorbike.

**Presenter:** Lesson 2

A 1 Listen and number.  2.32

**Voice:** 1 drive  
2 ride  
3 walk  
4 sail  
5 fly

**Presenter:** A 2 Listen and answer.  2.33

**Voice:** Do you drive to college?  
Do you have a bicycle?  
Do you walk a lot?  
Can you fly a plane?  
Where can you sail in your country?

**Presenter:** B 2 Listen and check.  2.34

**Voices:** The record speed for a plane is seven thousand, six hundred and ninety-two point six six kilometres per hour. The record was set on 28th March, 2004.

The record speed for a car is one thousand, two hundred and twenty-seven point nine eight kilometres per hour. The record was set on 15th October, 1997.

The fastest speed for a motorbike is five hundred and eighteen point four five. This record was set on 14th July, 1990.

On 18th May, 1990, a train travelled at five hundred and fifteen point three zero kph.

What is the record speed for a bicycle? Fifty kph? One hundred? Two hundred? On 3rd October, 1995, a bicycle travelled at two hundred and sixty-eight point eight three kilometres per hour. The bicycle was behind a car.

**Presenter:** Skills Check 2  2.35

Listen and check.

**Voice:** bicycle  
drive  
fly  
plane  
sail  
ship  
street  
train  
track  
motorbike

**Presenter:** Skills Check 3  2.36

Listen. Tick the words with /əʊ/.

**Voice:** boat  
do  
does

don't  
go  
goes  
motor  
home  
how  
know  
no  
now  
road  
phone  
long

Presenter: **Lesson 3**

B Listen. What is it? 🎧 2.37

Sound effects: 1 motorbike  
2 bus  
3 car  
4 plane  
5 ship  
6 train  
7 boat  
8 bicycle

Presenter: C 1 Listen. 🎧 2.38

Female student: How do you get to college?  
Male student: I come by car.  
Female student: How long does it take?  
Male student: About forty-five minutes.  
Female student: Forty-five minutes! How far is it?  
Male student: It's only about ten kilometres. But the traffic is very bad.

Presenter: C 2 Listen and answer. 🎧 2.39  
[REPEAT OF EXERCISE C1]

Presenter: **Lesson 4**

B Marc and Simone are talking about the figures. Listen. 🎧 2.40

Marc: Simone?  
Simone: Yes?  
Marc: How do you say this word?  
Simone: Which word?  
Marc: This one. T-R-A-M.  
Simone: *Tram*.  
Marc: *Tram*. Right. What does it mean?  
Simone: A tram is a kind of bus. It goes on

tracks on the road.

Marc: Oh, yes. I know. What about this one – *Underground*.

Simone: Oh, yes. *The 'Underground*.

Marc: Where is the stress?

Simone: It's on the first syllable.

Marc: *'Underground*.

Simone: That's right.

Marc: So what does it mean?

Simone: It's a kind of train. It goes under the ground.

Marc: Oh, right. Like the subway in New York.

Simone: Yes, and the métro in Paris.

Presenter: **Unit 8 Art and Literature**  
**Lesson 1**

B Listen and point. 🎧 3.1

Voices: painting  
sculpture  
architecture  
novel  
play  
poem  
biography

Voices: Do you like the plays of William Shakespeare?  
Have you read the new biography of Charles Dickens?  
I love this poem. It's by Thomas Hood.  
I'm very interested in architecture.  
This sculpture is very famous.  
What a lovely painting! Who is the painter?  
Who wrote this novel?

Presenter: C Listen to the lecture. Number the paintings. 🎧 3.2

Part 1

Female lecturer: There are three main kinds of art in Western culture. There is painting, sculpture and architecture. However, I'm not going to talk about sculpture or architecture today. I'm going to concentrate on painting.

**Presenter:** Part 2

**Female lecturer:** There are four main kinds of painting in Western culture. Firstly, there are portraits. A portrait is a painting of a person. You can usually see just the head and shoulders, but sometimes you can see the whole person. The person is usually looking out of the painting at you. Many portraits show famous people, but the most famous portrait of all shows the face of an unknown woman. It is called the *Mona Lisa*. It is by the Italian painter, Leonardo da Vinci. The second kind of painting is the landscape. A landscape shows a piece of land – perhaps it is a mountain, or a river, or trees or a field of flowers. Sometimes there are people in a landscape painting, but they are not important. The painter is interested in the land itself. Claude Monet, the French painter, did many landscapes, including *Corn Poppies*. The third kind of painting is the seascape. A seascape painting is similar to a landscape, but, of course, the important thing is the sea. Sometimes there are boats or ships in the picture, but sometimes we can just see the sea, calm or stormy. The English painter, Turner, did a lot of seascapes, including *The Fighting Temeraire*. The fourth kind of painting is called a still life. In a still life painting, we can see some flowers or some fruit – apples, oranges, pears, grapes. There are some very famous still life paintings, including *Sunflowers* by the Dutch painter, Vincent Van Gogh.

**Presenter:** D Listen and answer. 🎧 3.3

**Voice:** 1 How many main kinds of

paintings are there in Western culture?

- 2 Can you name one of the kinds?
- 3 What kind of painting is picture 1?
- 4 What about picture 2?
- 5 What can you see in a still life painting?
- 6 What kind of painting has boats or ships?

**Presenter:** Lesson 2

**Introduction** 🎧 3.4

**Female lecturer:** Every culture has its own art and literature. I'm not going to talk about art today. I'm going to talk about literature in Western culture.

**Presenter:** The lecture

**Female lecturer:** There are four main kinds of literature. Firstly, there are novels. A novel is a story. Novels often tell the story of a person's life, but the story is not true. The most famous novelist in English literature is Charles Dickens. One of his most famous novels is *Oliver Twist*. The second kind of literature is the biography. A biography is also the story of a person's life, but it is the life of a real person. There are biographies of every famous person in the world. Thirdly, there are plays. A play is also a story. Actors bring the story to life in a theatre. The most famous playwright in English literature is William Shakespeare. He wrote many plays, including *Romeo and Juliet*. Finally, there are poems. A poem is often about one idea. Many poems have words with similar sounds. We call this *rhyme*. For example, *say* and *play*, or *right* and *night*.

**Presenter:** A 2 Listen and check. 🎧 3.5

**Female lecturer:** There are special names for people who make art or literature. For

example, *painter, sculptor, poet*. But we can divide people into two groups. Firstly, there are the artists. This group contains painters, like Leonardo da Vinci, and sculptors, like Michelangelo. It also contains architects, like the American, Frank Lloyd Wright. Secondly, we have the writers. This group comprises novelists like the English woman, Jane Austen, and poets, like the American woman, Emily Dickinson. It also contains playwrights. The most famous playwright in the world is, of course, William Shakespeare. Finally, this group includes biographers. A biographer writes the story of another person's life, like James Boswell who wrote the story of Dr Johnson's life.

Presenter: B 2 Listen and check. 🎧 3.6  
[REPEAT OF EXERCISE A2]

Presenter: C 2 Listen and check. 🎧 3.7

Voice: writer  
painter  
sculptor  
literature  
biographer  
sculpture  
architecture

Presenter: Skills Check 3 🎧 3.8  
Listen and check.

Voice: literature  
seascape  
writer  
poet  
still life  
painter  
art  
landscape  
play  
architect  
portrait

Presenter: Lesson 4  
A 1 Listen. 🎧 3.9

Andy: Who is the most famous writer in your culture?

Enrique: I think it's Gabriel García Márquez.

Andy: Is that a man or a woman?

Enrique: It's a man.

Andy: How do you spell his name?

Enrique: G-A-B-R-I-E-L G-A-R-C-I-A  
M-A-R-Q-U-E-Z.

Andy: Is he alive or dead?

Enrique: He's still alive, but he's very old.

Andy: When was he born?

Enrique: I think it was about 1928.

Andy: Did he work as a writer?

Enrique: Yes, and also a journalist.

Andy: What kind of literature does he write?

Enrique: Novels and short stories. His most famous book is called *One Hundred Years of Solitude*.

Presenter: A 2 Listen and ask. 🎧 3.10  
[REPEAT OF EXERCISE A1]

Presenter: A 3 Listen and answer. 🎧 3.11  
[REPEAT OF EXERCISE A1]

Presenter: B 2 Listen and check. 🎧 3.12

Len: Who is your favourite writer?

Astrid: It's a woman called Selma Lagerlof.

Len: Who's she?

Astrid: She won the Nobel Prize for Literature in 1909.

Len: What kind of literature did she write?

Astrid: She wrote novels and short stories. She wrote a story called *The Wonderful Adventures of Nils*.

Len: What did she write about?

Astrid: She wrote about Varmland in the south of the country.

Len: Why did she write about Varmland?

Astrid: She loved the place. She was born there and she died there.

**Presenter:** B 3 Listen and answer. 🎧 3.13  
[REPEAT OF EXERCISE B2]

**Presenter:** B 4 Listen and ask. 🎧 3.14  
[REPEAT OF EXERCISE B2]

**Presenter:** **Unit 9 Sports and Leisure**  
**Lesson 1**

B Listen and point. 🎧 3.15

**Voices:** playing football  
going swimming  
playing handball  
reading a novel  
watching a film  
going surfing  
playing tennis  
going to the beach  
playing chess  
listening to music  
going shopping

**Voices:** I love going swimming.  
He likes playing handball.  
Do you ever go surfing?  
I watched a fantastic film last night.  
Where can you play tennis in this town?  
I'm reading a good novel at the moment.  
Do you like going to the beach?  
I'm not good at playing chess.  
I always go shopping at the mall on Saturdays.  
I like playing football, but I'm not very good at it.  
My favourite leisure activity is listening to music.

**Presenter:** C Listen. What am I doing? 🎧 3.16

**Sound effects:** 1 an extract from a football commentary  
2 surf crashing on a beach  
3 the sound track of a film  
4 sounds of a swimming pool  
5 the noise of an mp3 player as overheard  
6 sounds of a tennis match  
7 two people in a shop

**Presenter:** D Listen and complete the table. 🎧 3.17

**Lecturer:** What are the most popular leisure activities for adults in the UK? According to a recent survey, people over sixteen in the UK spend most time watching TV or films. The average time is one hundred and forty-eight minutes per day. That's almost two and a half hours each and every day. Meeting friends is in second place. Adults spend an average of eighty-five minutes on meeting friends, that's nearly an hour and a half. What's in third place? Playing football, perhaps, or listening to music? No, surprisingly, third place goes to reading. Yes, that's right, reading. People over sixteen in the UK spend on average nearly half an hour reading each day – twenty-eight minutes to be precise. That's all kinds of reading, novels, magazines and newspapers. Playing sport of all kinds is in fourth place. Adults only spend about a quarter of an hour – actually fourteen minutes – on playing sport. They spend nearly as long on playing board games like chess and draughts. Thirteen minutes, to be precise. In sixth place, we have walking. Adults spend ten minutes walking each day. Finally, we have listening to the radio or to music on a CD. On average, adults in the UK only spend eight minutes listening to the radio or music. These figures are for adults, for people over sixteen, in the UK. Do you think they are very different for adults in your country?

**Presenter:** E Listen. True or false? 🎧 3.18

**Voice:** 1 Watching TV or films is the most popular leisure activity for adults in the UK.

- 2 Walking is more popular than playing games.
- 3 Meeting friends is in third place.
- 4 Adults spend twice as long reading as playing sports.
- 5 Adults spend over five hours on leisure activities.
- 6 Adults spend over fifty per cent of their leisure time watching TV.

Presenter: **Lesson 2**

Introduction 🎧 3.19

Part 1

Lecturer: There are many different kinds of leisure activities. One group of activities is sports. I'm not going to talk today about the other kinds of leisure activities, like reading and listening to music. I'm not even going to talk about watching sport on the television. I'm only going to talk about taking part in sports.

Presenter: **Part 2**

Lecturer: There are two main kinds of sport. Firstly, there are ball games. A ball game is simply a game played with a ball, for example, football, tennis or handball. In English, we use the verb *play* with these sports. So we say, for example, *I play football every Saturday* or *I can't play tennis* or *How do you play handball?*

The second kind of sport does not need a ball, for example, swimming or surfing. We do not use the word *play* with these sports. We say *go* instead. For example, we say *I go swimming on Sunday mornings* or *Where can you go surfing in this area?* Do you notice something about these sports? The words end in *-ing* – *swimming, surfing*.

So, how do you know which verb to

use with a sport – *play* or *go*? Well, we use *play* with ball games, but we use *go* with sports which end in *-ing*. Which verb do we use with *basketball*? What about *skiing*?

Presenter: **A 1 Listen and number.** 🎧 3.20

- Voice:
- 1 There are about ten people in this picture. They are walking. They are shopping at the mall.
  - 2 There are thousands of people in this picture. They are sitting. They are in a very large stadium. They are watching a football match.
  - 3 There are lots of people in this picture. They aren't standing. They are sitting. They are watching a film in a cinema.
  - 4 There are a lot of people in this picture. They are doing step aerobics. They are at the local sports centre.
  - 5 There are hundreds of people in this picture. They are watching a play in a theatre.

Presenter: **A 2 Listen and answer.** 🎧 3.21

- Voice:
- 1 Is there a mall near here?
  - 2 How often do you go to the theatre?
  - 3 Does this place have a sports centre?
  - 4 What is the name of the nearest football stadium?
  - 5 What films are on at the cinema this week?

Presenter: **C Listen to the first part of a lecture.** 🎧 3.22

Part 1

Lecturer: There are two main kinds of leisure activities. The first kind is sports. I talked about sports last week. I'm not going to talk about sports activities today. I'm going to talk about the other kind of leisure activities.

**Presenter:** Part 2

**Lecturer:** We do some leisure activities with hundreds of other [PAUSE] people. For example, watching football in a [PAUSE] stadium, or watching a film in a [PAUSE] cinema, or watching a play in a [PAUSE] theatre. We do some leisure activities with one or two [PAUSE] friends. For example, watching television at [PAUSE] home or shopping at the [PAUSE] mall. We do some leisure activities alone, for example, reading a [PAUSE] book or listening to [PAUSE] music on an mp3 player.

**Presenter:** Skills Check 2  3.23  
Listen. Tick the correct column.

**Voice:** ball  
job  
watch  
what  
mall  
orange  
sport  
walk  
want

**Presenter:** Revision  3.24  
Listen and put the words in the correct column.

**Voice:** beach  
film  
go  
know  
listen  
play  
radio  
read  
stadium  
swim

**Presenter:** Lesson 3

C 1 Listen.  3.25

**Man:** How do you spend your free time?

**Woman:** Listening to music.

**Man:** Anything else?

**Woman:** Watching television, reading.

**Man:** Do you like playing sports?

**Woman:** No, I don't. I hate playing sports.

**Man:** What about watching?

**Woman:** Well, I like watching tennis and basketball. What about you?

**Presenter:** C 2 Listen and answer.  3.26  
[REPEAT OF EXERCISE C1]

**Presenter:** Lesson 4

B Françoise and Pierre are talking about Figure 2. Listen and write each percentage in the correct place.  3.27

**Françoise:** What was in first place?

**Pierre:** Playing sport.

**Françoise:** What percentage of sixteen to twenty-year-olds chose that activity?

**Pierre:** Just under sixteen per cent. Say fifteen point five per cent.

**Françoise:** What was in second place?

**Pierre:** Watching films. Exactly twelve per cent.

**Françoise:** What about shopping?

**Pierre:** Shopping was fourth at just over six per cent. Say six point five per cent.

**Presenter:** Unit 10 Nutrition and Health  
Lesson 1

B Listen and point.  3.28

**Voice:** 1 cheese  
2 butter  
3 bread  
4 chicken  
5 coffee  
6 eggs  
7 ice-cream  
8 milk  
9 orange juice  
10 potatoes  
11 rice  
12 cola  
13 chips  
14 sandwiches  
15 sugar  
16 tea  
17 water

- Voice 1: Would you like some coffee?  
How about a cup of tea?  
Do you take sugar?
- Voice 2: I don't want milk, thank you.
- Voice 1: Would you like some more  
potatoes or chips?
- Voice 3: I had a cheese sandwich for lunch.
- Voice 1: Did you? I had chicken and rice.
- Voice 1: Could I have a glass of water,  
please?
- Voice 2: Would you like a soft drink – cola?
- Voice 3: Do you have any orange juice?
- Voice 2: My favourite food is boiled eggs.  
I love them.
- Voice 1: It's so hot. Do you fancy an  
ice-cream?
- Voice 3: I'd like some bread and butter with  
my meal, please.

Presenter: C Listen and answer. 🎧 3.29

- Voice: Do you like rice?  
Do you have milk in tea or coffee?  
Do you put butter on your bread?  
Do you prefer tea or coffee?  
Do you have eggs in the morning?  
Do you want a cola?  
What kind of potatoes do you like?  
Do you like chips?  
How many teas or coffees do you  
drink every day?  
How much sugar do you have in  
your tea or coffee?  
How much water do you drink  
every day?  
What's your favourite ice-cream?

Presenter: D Listen and complete the table. 🎧 3.30  
Part 1

- Lecturer: Today I'm going to talk about food  
and drinks. Why do we eat food?  
Why do we drink drinks? Of  
course, we eat because we like  
food, and we drink because we like  
drinks. But there is another reason

for eating and drinking. We eat  
and drink to get energy. We need  
energy to do work. We need energy  
to do leisure activities. We get  
energy from food and drinks. Some  
food gives us a lot of energy. Some  
food only gives us a little energy.  
Today I'm going to tell you the  
energy value in certain foods and  
drinks. By the way, we measure  
energy value in calories. For  
example, one potato has about two  
hundred and seventy calories. But  
one portion of rice has about two  
hundred and ten calories. So there  
is more energy in one potato than  
in one portion of rice.

Presenter: Part 2

Lecturer: Let's look at the energy value of  
some other foods. One piece of  
chicken has an energy value of one  
hundred and eighty-five calories.  
But did you know that one piece of  
bread has almost as much energy?  
One hundred and sixty calories.  
And if you put butter on the bread,  
that's another seventy-five calories.  
Yes, that's right. One hundred and  
sixty for the bread plus seventy-five  
for the butter.

Do you like ice-cream? Well, one  
ice-cream has one hundred and fifty  
calories. A glass of milk has slightly  
less at one hundred and forty  
calories. Sorry, I meant to say one  
hundred and thirty calories. What  
about soft drinks, like cola or  
lemonade? Actually, they have  
fewer calories than a glass of milk.  
There are about one hundred  
calories in a can.

There are no calories in tea or  
coffee. These drinks are mostly hot  
water. But one spoonful of sugar is

twenty calories, so if you have two spoons and some milk, perhaps your cup of coffee has sixty or seventy calories.

Presenter: **Lesson 2**

A 4 Listen and write. 🎧 3.31

Lecturer: In today's lecture, I'm going to look at the main sources of energy from food. As you know, we need energy to do work. But where do people around the world get the energy from? Rice? Potatoes? Chicken? Or something else?

Well, the biggest source of energy is cereals. Cereals are kinds of food, like bread, pasta and rice. We spell the word *cereals* C – yes, C not S – C-E-R-E-A-L-S. Cereals.

The second biggest source of energy is sugar. There is sugar in most food from the supermarket. We also put sugar in tea and coffee and in soft drinks, like cola.

The third biggest source of energy is potatoes. In many countries, people get most of their energy from this source.

In fourth place we have vegetables, like carrots and cabbage and tomatoes. People get energy from cooked vegetables. They also get energy from vegetable juice. By the way, there is an extra letter in the word *vegetables*. We say *vegetables*, but we spell it V-E-G-E-T-A-B-L-E-S. The fifth main source of energy is fruit – that's F-R-U-I-T. That's U I in the middle. Fruit is things like bananas, mangos, pineapples. People get energy from the fruit itself and from fruit juice like orange juice and apple juice. Finally, in sixth place we have milk

and milk products, like cheese and butter.

What about meat, like lamb and beef and chicken? There is some energy in this kind of food, but meat is not a major source of energy in the world. The same is true for fish, like salmon and shark and cod. We eat a lot of fish in the world, but we do not get a lot of energy from this source.

Presenter: B Listen and complete Table 1. 🎧 3.32

Lecturer: How many calories do people get every day from their food? The average daily amount is one thousand, one hundred and seventeen. People get most of this amount from cereals. The average daily amount is one thousand, one hundred and eighty-nine. One, one, eight, nine. As you know, sugar is in second place. The daily amount is two hundred and thirty two calories. Potatoes are third, at one hundred and twenty six calories. The calories from vegetables and fruit are very similar – seventy-five calories for vegetables and sixty-five for fruit. Finally, the average figure for milk is thirty calories.

Presenter: C Listen and label Figure 1. 🎧 3.33

Lecturer: We can look at the information about daily calories in another way. On average, people get sixty-nine per cent of their calories from cereals and fourteen per cent from sugar – that's fourteen, not forty. They get half that amount from potatoes – that's seven per cent, and four per cent each from vegetables and fruit. Milk provides only two per cent of the daily consumption.

**Presenter:** Skills Check 2 🎧 3.34  
Listen. Tick the correct column.

**Voice:** fruit  
blue  
book  
cook  
could  
do  
juice  
look  
new  
sugar  
would

**Presenter:** Lesson 3  
B 2 Listen and check. 🎧 3.35  
Conversation 1

**Voice 1:** Would you like a sandwich?  
**Voice 2:** Oh, yes, please.  
**Voice 1:** What kind would you like?  
**Voice 2:** Egg, please.

**Presenter:** Conversation 2  
**Voice 1:** Would you like something to drink?  
**Voice 2:** Yes, please.  
**Voice 1:** Coffee, tea or a cold drink?  
**Voice 2:** Tea, please.  
**Voice 1:** How do you like it?  
**Voice 2:** Milk and one sugar, please.

**Presenter:** Conversation 3  
**Voice 1:** Would you like chicken or fish?  
**Voice 2:** Could I have the fish, please?  
**Voice 1:** Certainly. Would you like rice or potatoes with that?  
**Voice 2:** Potatoes, please.

**Presenter:** B 3 Listen and answer. 🎧 3.36  
[REPEAT OF EXERCISE B2]

**Presenter:** Revision 2: Lesson 1  
A Listen and match.  
1 Listen and match the extracts 1-5 with the unit headings. 🎧 3.37

**Presenter:** Extract 1

**Female:** What do you do in your free time, Leo?

**Male:** Well, I'm very sporty so I spend a lot of time outside. I play football and basketball and tennis occasionally.

**Female:** So you like ball games.

**Male:** Not only ball games. I go rock climbing and skiing in the winter.

**Female:** You're very busy. How do you find the time?

**Male:** Well, I don't watch TV or play computer games much. I don't understand why people want to spend their free time indoors looking at a screen. So anyway, what about you?

**Female:** I like reading and listening to music most but I play some sports. I play beach volleyball in the summer.

**Presenter:** Extract 2

**Male:** My favourite painting is by the Spanish artist Pablo Picasso. It's a portrait but a very unusual portrait (PAUSE) – like many of Picasso's painting, I guess. It is an image of a woman and she's crying. You can see that she is very sad. Some people think Picasso's paintings are too strange and like paintings that are more real and easier to look at but I love his work. I think he's the greatest artist.

**Presenter:** Extract 3

**Female:** Excuse me, Can I ask you some questions about how you travel around?

**Male:** Um, yes – but I've only got five minutes.

**Female:** Ok. So how do you travel around? I see you're walking today.

**Male:** Well, yes, I'm walking now but I'm walking to the station to get a train. I go up to the capital by train every morning.

- Female: I see. Is it too far to drive?  
 Male: Yes, the roads are busy and parking is impossible.
- Female: What about at the weekends?  
 Male: If I go into town, I walk or ride my bicycle.
- Female: Do you have a car?  
 Male: Yes, but I don't use it very much really. Just to drive out to the country or go to see friends in other towns.
- Female: Thank you. Have a nice day.
- Presenter: Extract 4  
 Male: People often think that hamburgers are called hamburgers because they're made from ham or were made from ham at one time. Of course, everyone knows that hamburgers are usually made from beef so this can't be true. They are probably called hamburgers because there is some connection with Hamburg – the city in Germany. Many people from Hamburg came to the USA to live and perhaps it was these people that first started eating this kind of sandwich. Certainly, we know that it was at the end of the eighteenth century that ...
- Presenter: Extract 5  
 Female: In Britain, children start school when they're five years old. Some children go to pre-school or nursery school when they're only two or three years old. Children go to secondary school when they're eleven years old and stay until they're teenagers. At sixteen, everyone takes exams. Some teenagers leave school to find work but most stay at school or go to college. People usually start work between the ages of twenty one and twenty four. Most young people leave home to go to university or when they have a job but some live at home until they get married.
- Presenter: 2 Listen again and match each extract with the correct picture. Write the number of the extract in the box on the right. 🎧 3.38  
 [REPEAT OF EXERCISE A1]
- Presenter: B Listen and choose. 🎧 3.39  
 Listen again and underline the correct option to complete each statement.  
 [REPEAT OF EXERCISE A1]
- Presenter: Lesson 2  
 A Listen and write.  
 1 Listen and write the ages you hear. Write figures. 🎧 3.40
- Presenter: 1  
 Male: So, how old do you think Mary is?  
 Female: Mm, I'd say about thirty five. She's older than me.
- Presenter: 2  
 Female: This is a picture of my daughter. She's nineteen now. It was her birthday last week.
- Presenter: 3  
 Male: My grandfather's eight-seven. He still drives his car and looks after his garden. He's fantastic for his age.
- Presenter: 4  
 Female: Our new teacher's very young – much younger than Mr Roberts.  
 Male: How old do you think he is?  
 Female: Mmm, only about twenty six – something like that.
- Presenter: 5  
 Male: Do you know how old your mum is?  
 Female: Yes, of course I do. She's forty nine. What about your mum?

- Presenter:** 6  
**Female:** Did you know that Jenny's grandmother is ninety-nine?  
**Male:** Ninety-nine? I can't believe it.
- Presenter:** 2 Listen and write the numbers you hear. Write figures. 🎧 3.41
- Presenter:** 1  
**Voice:** Five hundred and seventeen
- Presenter:** 2  
**Voice:** Two hundred and thirty four
- Presenter:** 3  
**Voice:** Two thousand, three hundred
- Presenter:** 4  
**Voice:** Six thousand, seven hundred and ninety
- Presenter:** 5  
**Voice:** Eight thousand, five hundred and twenty nine
- Presenter:** 6  
**Voice:** Ninety two thousand, six hundred and eighteen.
- Presenter:** 7  
**Voice:** Three hundred and twenty seven thousand.
- Presenter:** 8  
**Voice:** Eight hundred and thirty three thousand, two hundred and fifty seven
- Presenter:** 3 Listen and write the years that you hear. 🎧 3.42
- Presenter:** 1  
**Voice:** Vincent Van Gogh was born in Holland in eighteen fifty three (1853).
- Presenter:** 2  
**Voice:** Shakespeare started writing Romeo and Juliet in fifteen ninety one (1591).
- Presenter:** 3  
**Voice:** The Eiffel Tower, in Paris, was completed in eighteen eighty nine (1889).

- Presenter:** 4  
**Voice:** The Mexican artist Frida Kahlo was born in nineteen hundred and seven (1907).
- Presenter:** 5  
**Voice:** The American writer John Steinbeck died in nineteen sixty eight (1968).
- Presenter:** B Listen and choose.  
 Listen and tick the word described in each line. 🎧 3.43
- Presenter:** 1  
**Voice:** This is a young person between the ages of thirteen and nineteen.
- Presenter:** 2  
**Voice:** It's a kind of boat that people use to travel from one place to another.
- Presenter:** 3  
**Voice:** It's a car and if you pay the driver he takes you where you want to go.
- Presenter:** 4  
**Voice:** This is a person that designs buildings.
- Presenter:** 5  
**Voice:** This is a painting of things arranged – usually on a table – things like fruit, for example.
- Presenter:** 6  
**Voice:** If a person is romantic, he or she might write one to the person he or she loves.
- Presenter:** 7  
**Voice:** It's a very big building where people go to watch sporting events like football matches.
- Presenter:** 8  
**Voice:** In this game, you have pieces that you move on a board. The idea is to take the other player's king.
- Presenter:** 9  
**Voice:** Some people like to put this in their tea or coffee to make it taste nicer.

Presenter: D Listen and answer the questions.  
 3.44

Presenter: 1

Voice: Are you male or female?

Presenter: 2

Voice: Are you a teenager?

Presenter: 3

Voice: How old were you when you started school?

Presenter: 4

Voice: How many of the students in your class are boys?

Presenter: 5

Voice: In your country, at what age can you drive a car?

Presenter: 6

Voice: How do you go to school or college in the morning?

Presenter: 7

Voice: How long does it take to get to school or college from your home?

Presenter: 8

Voice: Write the name of a famous artist or writer from your country.

Presenter: 9

Voice: What kind of paintings do you most like?

Presenter: 10

Voice: What kind of books do you most like to read?

Presenter: 11

Voice: Did you read last night?

Presenter: 12

Voice: Did you go to the cinema last week?

Presenter: 13

Voice: What do you do in your leisure time?

Presenter: 14

Voice: What sports do you play?

Presenter: 15

Voice: What sports do you watch on television?

Presenter: 16

Voice: What's your favourite food?

Presenter: 17

Voice: What did you eat last night?

Presenter: 18

Voice: Did you drink tea, coffee or fruit juice this morning?

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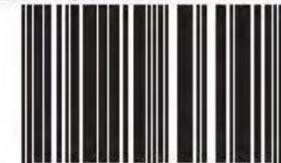
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